



ASPIRE RIVER OAKS CHARTER SCHOOL

RENEWAL CHARTER for the term July 1, 2021 through June 30, 2028

Original Charter Approved by Lodi Unified School District
2001

Charter Renewal Approved
02/02/2016

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Aspire River Oaks Charter School: Assurances and Declaration

As the authorized lead petitioner, I, Anthony Solina, hereby certify that the information submitted in this petition for a California public charter school to be named River Oaks Charter School (“ROCS” or the “Charter School”), to be operated by Aspire Public Schools, and to be located within the boundaries of and authorized by the Lodi Unified School District (“LUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to

1. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
2. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
3. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1).]
4. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
5. The Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
6. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)(2)]
7. The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of

that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

8. Aspire Public Schools declares that it 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(c)(6)]
9. The Charter School shall, 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. The Charter School shall 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 Education Improvement Act of 2004.
11. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to teacher credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
12. The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district . Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)]
13. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
14. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
15. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized by the Every Student Succeeds Act (“ESSA”).
18. The Charter School shall comply with the Political Reform Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall comply with Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1.

22. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
23. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

Anthony Solina
Area Superintendent
Aspire Public Schools

10/13/2020

INTRODUCTION AND OVERVIEW

In accordance with the Charter Schools Act of 1992, Aspire Public Schools hereby respectfully petitions LUSD to approve this petition for the renewal of Aspire River Oaks Charter School for a seven-year period, from July 1, 2021 to June 30, 2028.

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 schoolsite.

(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 schools ... accountable for meeting measurable pupil outcomes, and provide the 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.

- Education Code Section 47601

The Charter School will make important contributions to the legislative goals described above. By approving this establishment petition, the District will help fulfill the intent of the Charter Schools Act of 1992, while providing students in the District with a public school option.

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in Education Code Sections 47605(c)(5)(A)-(O). These sections of law and the required descriptions are addressed below.

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 Public Schools currently operates charter schools at 38 different school sites in school districts across California. Aspire Public Schools is a California non-profit public benefit corporation with 501(c)(3) tax-exempt status, and 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

Aspire Public Schools' Vision is "Every student is prepared to earn a college degree." Now in its 20th year, Aspire Public Schools serves 16,000 students in 38 schools across California.

Aspire's 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 other forward-thinking educators, and
- Catalyze change in public schools.

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

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

The Charter School will serve approximately 430 students in grades TK-5. The Charter School's strives to prepare students to excel in college and life by giving them the intellectual, social-emotional and technical skills and habits of mind required to succeed in the 21st Century.

Aspire Public Schools, one of California's top-performing large high-poverty school systems, proposes an innovative way to teach students logic, precision of thought, and problem-solving skills using engaging, interdisciplinary real-world applications that realize the potential of the California State Standards, including the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), the History-Social Science Framework, English Language Development Standards ("ELD"), and remaining state content standards (collectively "State Standards").

The Charter School's 2018-19 SBAC results show stable progress for students on their SBAC with their Distance From Standard (DFS) scores being 22.6 points in ELA and 22.9 points in Math. We anticipate seeing higher rates of growth as the teacher retention rate improves and we move into year two and three of the adopted ELA (EL Education) and Math (Eureka Math) curriculum.

Last year, The Charter School embraced the importance of Social and Emotional Learning (“SEL”), and the staff completed the first of two years of training on an SEL curriculum known as RULER. Students are responding positively to this addition to the Educational Program and to the related “mindfulness” experiences they encounter at the Charter School.

Aspire changes the odds for low-income students and students of color in communities facing the challenges of poverty and low educational attainment and makes a promise to every Aspire student: College for Certain. In the past four years, 100 percent of our seniors graduated with admission to a four-year college or university. This remarkable achievement reflects Aspire’s unwavering focus on innovative solutions that are grounded in research-based best practices, and the highest expectations for our students, teachers, families and schools.

The Charter School believes in classroom structures that enable small group and one-on-one instruction. As evidenced by current Aspire schools, digital learning empowers teachers to deliver the individualized instruction that underserved students need to catch up and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them where they are with the lessons they most need that day. The Charter School will use effective software, such as iReady and Zearn, that is State Standards -aligned and provides data to inform teachers’ instruction and offers professional development to support teachers in moving to this innovative model. Aspire has codified best practices around using technology for differentiation in classrooms and has successfully helped teachers transition to a model that truly individualized learning for students, which the Charter School intends to apply.

The Charter School will build a College for Certain culture, focusing on the college-going skills and habits students will need to demonstrate to successfully complete college. Each classroom will be named for a college or university, with particular emphasis on schools known for computer science, to be chosen by the community or the teacher. Each grade will be named for their classroom and for the year that the students will graduate from college. For example, a 4th grader in 2020-21 could be in the California Polytechnic class of 2029. Colleges and universities will be discussed frequently. Opportunities to build a college identity will also emphasize that college is attainable by students who reflect the Central Stockton community. We will draw from Aspire alumni and others who come from Central Stockton communities and diverse backgrounds to further demonstrate that college is for students who may be first generation or from underrepresented groups.

Key Aspire Practices

I. Education of the Whole Child through Equity and Social Emotional Learning

Equity

The Charter School is committed to the pursuit of equity. As an organization partnering with the National Equity Project, Aspire has begun several practices rooted in equitable practices with

the goal of eliminating predictable outcomes based on demographics. Aspire has an established Diversity, Equity and Inclusion (“DEI”) council at the organizational level. At the regional level, the Central Valley has an Equity Working Group (“EWG”) focused on supporting educators in equity-focused pedagogy and culturally responsive teaching practices. For employees, there are racial affinity groups established to promote safety in identity especially for our teammates of color. Ethnic studies is part of the curriculum in the upper grades; while at younger grades, culturally relevant texts support identity awareness. As part of a values exploration, Aspire has engaged students and families in helping redesign the Aspire Core Values from a stakeholder lens.

Social Emotional Learning

The Charter School has implemented the SEL Program RULER, adopted from the Yale Center for Emotional Intelligence. RULER is highly aligned with the Collaborative for Academic, Social and Emotional Learning (“CASEL”) framework. Students learn to become aware of emotions, understand their feelings, and, ultimately, respond to their feelings in productive ways. The curriculum also focuses on the adults in the Charter School, helping them to recognize triggers and to become aware of their own emotions while teaching and collaborating. These lessons occur throughout the day but are specifically taught in elementary during the Morning Meeting time. Specialty Classes such as PE, Music, Art, Drama or Dance are offered to allow students opportunity to express themselves.

Special Education

Aspire is dedicated to serving students with special needs. Aspire proudly serves students in special education across a wide range of disabilities. Some areas we focus on in order to ensure high quality services for students are: collaboration with general educators to integrate students and services, parent outreach and engagement, and teacher preparation and support.

Aspire’s special education service delivery model is inclusive education with integrated services. This means that students with disabilities are first students in the general program with access to the same curriculum and learning opportunities as their peers. Accommodations, modifications and supplemental supports and services are provided based on individual student needs, as well as flexible/alternative learning environments, when needed. Because of this, we have a deep focus on collaboration with general education at all levels of the schools and organization – between classroom teachers and related service providers, to Principals and Special Education leaders. As our population of students with moderate/severe disabilities has increased, we have begun developing more innovative programs to meet their needs – including collaborative and co-teaching models with related services integrated in the classroom (which has benefits for students in the whole class), site based mental health programs, and transition age programs for our high school students.

II. Academic Rigor: Focus on Discourse and Authentic Engagement

Discourse and Engagement

The Charter School has a distinct approach to student engagement through the teaching of Academic Discourse. Students are expected to talk to each other and the teacher to utilize vocabulary and determine meaning. There are many times when the students should be leading the classroom, talking to peers or working in collaborative groups. Assignments are crafted to put the cognitive lift on the student rather than the teacher with written responses required or multiple ways of answering.

Relevant Projects

Problem solving, performance tasks and projects anchor end of social studies and science content units. 5th grade culminates with a Rights of Passage Experience (ROPES) project where the student presents on a career, adventure, or challenge the student has researched. After the research they must shadow and interview an adult as part of their data collection. They must write a paper and construct a presentation to present to a panel of judges, many from the community they do not know. They are required to revise their project if they do not pass before moving on to middle school.

Rigorous Curriculum and Assessment

While the Charter School has adopted a standards aligned curriculum for math and ELA the common core state standards (CCSS) remain the focus of the teacher's practice and the curriculum serves as a resource. Teachers utilize short teaching cycles to assess student learning and determine where unfinished learning exists. This drives the teachers pacing and small group instruction. Teachers collaborate internalizing lessons prior to teaching to determine likely student misconceptions during weekly teacher planning on Wednesday minimum days.

III. Integrated Technological Learning

The Charter School will prepare students with new ways of using technology to learn logical reasoning, algorithmic thinking, and structured problem solving, while developing 21st century technology skills. The Charter School will combine best practices in blended learning, which combines teacher-led small group instruction with digital learning, interdisciplinary units and computer science instruction to leverage technology for learning. Students will not only follow individualized learning paths on computers as part of their core instruction, but will also learn how computers actually process information. Students will progress from kindergarten through fifth grade with an increasingly challenging coding curriculum.

IV. Personalized Learning

The Charter School will set high standards for all students, based on Common Core State Standards. In addition, each student will have a Personal Learning Plan ("PLP"), developed in collaboration with his/her teacher and parent(s) that outlines the student's specific learning

goals each semester. These PLPs are discussed with families twice per year with teachers at an event called Student Led Conferences (SLCs). These meetings are where students share their progress, data on student assessment levels are shared, and students set goals for the next learning cycle.

Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(d). Through these assessments, the Charter School will demonstrate student mastery of State Standards. Students with unfinished learning will be provided small group, differentiated supports, outside the core instructional time to target their learning needs. This is often before school, after school, and during non-core instructional times.

V. Teacher Pipeline and Preparation

Aspire is passionate about the power of a prepared and skillful teachers to change the trajectory of students' lives. We are also acutely aware of the ongoing teacher shortage in California. Finally, Aspire serves a population largely of students of color, specifically Latinx and African American students and believe that the teacher workforce should mirror the diversity and demographics of our student body.

To fulfill this need, Aspire has been working with teacher candidates across multiple sources in the Central Valley. Higher education partners such as University of the Pacific, Sacramento State and CSU Stanislaus are all providers of student teachers, tutors and fieldwork students, yet this has not fulfilled the need for teachers in the Central Valley. Aspire created another pathway. Aspire has been working with the Alder Graduate School of Education, formerly Aspire University, a teacher residency program, that provides a full year internship opportunity to work alongside an Aspire Mentor Teacher throughout the arc of the year, while also completing their master's degree and credential. These teachers are some of our most successful in the organization and thus the educators whose practices we intend to spread.

Further, Aspire and specifically the Central Valley, has been developing our teacher pipeline through preservice teachers working in our after school programs, tutoring and summer school. These pipeline opportunities include current students and alumni of Aspire schools to begin to move towards a career in teaching.

With this petition The Charter School is open to work with The District on shared teacher development opportunities for training and collaboration across sites. We believe we are better together and would like to serve as a hub between higher education institutions, pre-service teachers, mentor teachers and learning opportunities across San Joaquin County K-12 learning agencies. In partnership with Delta College. The Charter School is working to develop a teacher pathway that begins while students are in high school to earn coursework towards their credential prior to matriculation to either a 2-year or 4-year university. We will utilize them as tutors and after school educators at ROCS.

COMMITMENTS

Aspire is and will continue to be committed to collaboration with other district and charter schools in Sacramento around **educator development and pedagogical best practices.**

Aspire believes in the **commitment to serve students with special needs.** Presently, Aspire Central Valley schools are members of the El Dorado County SELPA. This allows the school to function as our own LEA for Special Education purposes and which provides for a more integrated Special Education program into the general instructional program. We have a commitment to working with the District and other local education partners to ensure all schools are serving their fair share of special education students with high needs.

Aspire has a continued commitment to serving English Learners and will be open to a commitment to share this responsibility within the region and with local partners. Presently Aspire is utilizing EL Achieve to provide designated supports to our multi-language learners which include additional professional development for teachers and administrators. In addition through our ELA curriculum, there are careful considerations for how we are providing integrated learning experiences for our multi language learners and engage in regular collaborative planning to discuss instructional strategies in both a designated and integrated setting.

Aspire has a continued **commitment to being good stewards of growth in a community** we have been serving our community since 1999. We will continue working with the District and by extension other charter operators to thoughtfully select geographic locations and enrollment catchment areas where there is expected population growth and opportunities to enroll students from Stockton Unified, and Lodi Unified.

Aspire is committed to engaging with parents and family members in academic growth and design to ensure that schools and our programs are meeting the needs of their community through community engagement sessions tied to LCAP and ELAC. We are willing to share data and collaboration on tools and resources that inform community members on school quality and programming.

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(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)

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

River Oaks Charter School’s Mission

River Oaks’ mission is to provide all students with an exceptional education that allows them to excel inside and outside the classroom. The 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. River Oaksstrives to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

Student Population to be Served

River Oaks Charter School currently serves approximately 450 students in grades TK-5th. A summary of historical enrollment and demographics data can be found in Appendix I.

River Oaks has one TK class with 24 students. We have 3 K-3rd grade classes with an average of 22 students per class. We have 2 4th and 5th grade classes with one multi-age 4th/5th classroom with 28 students. River Oaks has a high waiting list of students who desire to receive a rigorous CCSS aligned education preparing them for success in college, career, and life.

Over the years River Oaks has added Transitional Kindergarten classes and a 4/5 multi-age class. In 19/20 we dropped down to one TK class instead of two. We had been serving children from a sister school.

School	School Year	Metric	ROCS Subgroup N Size	Authorizing District N Size
ROCS	16-17	Enrollment	417	30797
ROCS	17-18	Enrollment	426	31394
ROCS	18-19	Enrollment	453	31654
ROCS	19-20	Enrollment	429	31400

The demographics of River Oaks reflect the demographics of our authorizing district for the most part. The two largest exceptions are the White and Asian populations with 10% difference.

School	Subgroup	School Year	ROCS %	Authorizing District %	ROCS Subgroup N Size	Authorizing District N Size	Pt. Difference between Aspire school's % and authorizing district's
ROCS	Black	19-20	4.40%	6.80%	19	2129	-2.40%
ROCS	Am. Indian	19-20	0.70%	0.40%	3	122	0.30%
ROCS	Asian	19-20	27.50%	17.70%	118	5570	9.80%
ROCS	Filipino	19-20	1.90%	3.60%	8	1120	-1.70%

ROCS	Latinx	19-20	45.50%	45.70%	195	14357	-0.30%
ROCS	Pac Islander	19-20	1.60%	0.70%	7	209	1.00%
ROCS	White	19-20	9.60%	19.80%	41	6211	-10.20%
ROCS	Multi	19-20	7.50%	3.00%	32	929	4.50%
ROCS	Not Reported	19-20	1.40%	2.40%	6	753	-1.00%
ROCS	ELL	19-20	18.40%	18.80%	79	5909	-0.40%
ROCS	Foster	19-20	0%	0.60%	0	183	-0.60%
ROCS	Homeless	19-20	0.20%	0.60%	1	187	-0.40%
ROCS	Migrant	19-20	0%	1.10%	0	353	-1.10%
ROCS	SED	19-20	73.40%	67.60%	315	21240	5.80%
ROCS	IFEP	19-20	5.40%	2.10%	23	671	3.20%
ROCS	RFEP	19-20	13.30%	17.30%	57	5447	-4.10%
ROCS	LTEL	19-20	0%	0.00%	0	0	0.00%
ROCS	SpEd	19-20	8.20%	13.20%	35	4148	

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

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

- Students whose racial and ethnic diversity represents their respective communities.

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

Below are the enrollment projections by grade for the next five years.

Grade Level	2021-2022	2022-2023	2023-2024	2024-25	2025-26
TK	26	26	26	26	26
K	69	69	69	69	69
1	72	72	72	72	72
2	72	72	72	72	72
3	70	70	70	70	70
4	70	70	70	70	70
5	70	70	70	70	70
Total	449	449	449	449	449

Need For High Quality Schools

Lodi Unified School District’s mission is to “provide the best education for all students to be successful in life”. Aspire believes that in order to achieve this mission, there must be more high quality public school options in Lodi Unified School District.

In every category River Oaks students are out performing students in neighboring schools. River Oaks subgroups performed above the standard in every category except for our Hispanic populations in math. However, we were still significantly performing higher in comparison.

School Name	Student Group	# of Students DFS- Math	DFS- Math	# of Students DFS- ELA	DFS- ELA
Grge Lincoln Mosher	EL	95	-14.4	92	1.9
Grge Lincoln Mosher	HI	67	-62.3	64	-37.4
Grge Lincoln Mosher	SED	181	-36.3	180	-17.5
Clairmont Elementary	EL	104	-54.9	105	-39.8
Clairmont Elementary	HI	83	-59.1	84	-44.7
Clairmont Elementary	SED	227	-50.9	228	-35.8
Westwood Elementary	EL	112	-67.9	112	-56.1
Westwood Elementary	HI	110	-86.5	110	-64.9
Westwood Elementary	SED	252	-76	252	-49.8
Aspire River Oaks Charter	EL	69	15.3	69	17.5
Aspire River Oaks Charter	HI	85	-3.3	85	3.2
Aspire River Oaks Charter	SED	126	13.4	126	14.7

In every category River Oaks students are out performing students in the State of California. River Oaks subgroups performed above the standard in every category except for our Hispanic populations in math. However, we were still significantly performing higher in comparison.

School Name	Student Group	# of Students DFS- Math	DFS- Math	# of Students DFS- ELA	DFS- ELA
State of California	EL	967152	-68.6	968077	-45.1
State of California	HI	1753113	-62.2	1756499	-26.6
State of California	SED	1996881	-63.7	2001589	-30.1
Aspire River Oaks Charter	EL	69	15.3	69	17.5
Aspire River Oaks Charter	HI	85	-3.3	85	3.2
Aspire River Oaks Charter	SED	126	13.4	126	14.7

The Educated Person in the 21st Century

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

River Oaks Charter School will seek to provide our students the preparation they need to excel in computer science, the highest paying college degree, which is a field with unfilled employment opportunities across the nation. Currently, only 15% of the high school students who take the Computer Science Advanced Placement Exam are women and only 8% of the

students are African American or Hispanic. These groups of students are missing out on opportunities that others have been given, and are even less likely to pursue Computer Science coursework in college. By serving students who reflect the demographics of the District and sharing our learning with others, River Oaks Charter School believes we can reverse this trend and create a pipeline for underrepresented students in Computer Science coursework and related fields. In addition to strengthening the pipeline to and through college, and bridge the opportunity gap that currently exists for low income students of color in accessing the range of technology-associated careers prevalent in California.

How Learning Best Occurs

River Oaks Charter School's educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The State Standards 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, River Oaks Charter School's educational program has drawn on the Center for Educational Policy Research's study *Standards for Success*. This research gathered information about the required skills to succeed in college from more than 400 staff and faculty members at research universities. It believes college students need "critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks." Aspire has interwoven these habits into its core curriculum, which River Oaks Charter School follows. River Oaks' program is tightly aligned to Aspire's college readiness goal.

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

River Oaks Charter School's Program Design Elements

River Oaks Charter School is designed to incorporate numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results-driven, especially for the underserved student population of River Oaks. Aspire Public Schools addresses best practices in order to achieve the vision of College For Certain. These best practices (described in the following sections) include the following:

1. Building school communities where students and families are connected and teachers know their students well in order to meet their individual needs.
2. Providing more learning time per day and per year in order to maximize learning time and address all elements of the Common Core Standards. This includes increased time for core subjects.
3. Instructional Design which is Common Core Standards- aligned and which uses strategies, curriculum, and materials that ensure that student learning is personalized, monitored frequently, and leads to the wide ranging skills for 21st Century Learners.
4. Instructional program based on Aspire's Vision for Instruction (see below) so that all areas of well-aligned content areas (ELA, Math, Science, etc.) are addressed: Vision, College Ready Metrics, Student Habits and Competencies, State Standards, Teacher and Leader Practices/Development, Content and Curriculum, Assessment Model, Data System, and Multi-Tiered Support System.
5. Social Emotional Learning and Culturally Responsive Teaching in order to powerfully support our students' social and emotional development and academic engagement to be caring and productive citizens.

Community

Aspire Public Schools 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 is between 300 and 500 students.
- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. River Oaks strives to maintain a 24:1 ratio in grades K through 3 and a 1:28 ratio in grades 4-5.
- *Looped Grouping:* If possible and appropriate, River Oaks 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

The Charter School 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. River Oaks Charter School has, on average, a 7.5 hour school day for grades K-5, and at least a 5-hour school day for TK. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix III.

- *Longer School Year:* River Oaks Charter School provides approximately 180-185 days of instruction, which is more than most traditional public schools. Often there are additional instructional days. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

Instructional Design

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. The Charter School’s Instructional Methods for math, English Language Arts, science and history provide guidance for 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 Student Learning Rubric. The Charter School’s instructional methods are periodically revised to reflect what is being learned through implementation of the State Standards and the evolution of Aspire’s instructional program. (See Aspire Vision for Instruction below).



The Charter School’s Instructional Methods are available upon request. For more details on Aspire’s plan that aligns to the State Standards, please refer to Appendix V. These guidelines, as well as the purchased curriculum materials, provide the structure for a State Standards-based

curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives.

TK-5 Instructional Model

Interdisciplinary Instruction

The State Standards provide an incredible opportunity for the world of school to match the world outside it. Interdisciplinary units are a natural way to teach students that allows the delivery of content through multi-faceted instruction rather than by compartmentalized subjects.

In order for our students to have the broad background knowledge and vocabulary to be literate adults, they also need science, social science and art instruction. Interdisciplinary units allow this to happen efficiently and much more authentically. River Oaks Charter School will initially use the Next Generation Science Standards and Social Studies as drivers of interdisciplinary units. The units will last 6 to 8 weeks and will end with a final project that allows students to apply their content knowledge.

Small Group Instruction in All Subjects

River Oaks has incorporated digital learning into our daily instructional delivery model. This enables teachers to work with students in smaller, targeted groups while the remainder of the class is able to work on research based digital programs that reinforce teacher delivered lessons. These programs deliver meaningful data to teachers on standard's based skills that students are practicing.

This approach greatly improved upon Aspire's already highly successful traditional model, as teachers were able to do more of what they do best: targeted small group instruction based on student achievement data. Digital has also greatly supported our shift to teaching the Common Core State Standards, both as a teacher support for new instructional methods in which teachers can work with smaller groups of students to individualize work with complex texts, and also as differentiated, State Standards-aligned practice and feedback on math and English Language Arts problems. With digital learning as a support for teachers, teachers are expected to ensure that all students receive the benefit of differentiated instruction from them, based on achievement data.

By giving teachers the support of online learning stations, River Oaks teachers were able to stop "teaching to the middle and remediating and accelerating only where there was space and time." With blended learning classroom rotations, all students move along a continuum without getting stuck, and teachers can flexibly group to meet students' needs on a daily basis. Once rotations become routine, teachers realize that the rotation model affords them new opportunities to further differentiate instruction, on the computers, in independent work time, in small groups, and even outside of class.

Teaching Methods

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. Culturally Responsive Teaching ("CRT") and Culturally Relative Pedagogy ("CRP") are two tenants of the River Oaks Charter School's program. The school's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. This includes knowing and considering the backgrounds of students when planning and delivering lessons. Teachers are urged to select culturally sensitive and relevant materials, such as literature, when planning units. River Oaks disaggregates achievement data for the subgroups served to determine if our practices are effective for each group based on their outcomes. As an organization when we adopted units of study for State Standards, we replaced texts to be more diverse and appealing to a broader demographic. Further, Aspire has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' charter schools.
- *Flexible supports*: Many supports will be provided within the classroom, River Oaks Charter School, and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports. The school utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also facilitate targeted small group instruction for support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction, intervention teacher, or paraprofessionals come to classrooms to pull or work with

small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during school for targeted interventions based on need. Finally, both students identified with Individualized Education Programs (“IEPs”) may work on modified assignments to fill gaps with the Intervention Specialist and/or Education Specialist.

- *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. There are a variety of local assessments used for diagnostic purposes. STAR REN and iReady are digital reading assessments done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. The Aspire Math Interim Assessments are generated to monitor progress on mastering grade level content standards during the school year. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally the ELPAC will be used to assess English Learners to determine their annual English Language Development progress and prioritize interventions.
- *Authentic experiences:* In the early elementary grades at River Oaks Charter School, 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 River Oaks Charter School, 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.

Curriculum

River Oaks Charter School uses a combination of adopted programs and curriculum developed in-house to meet the school’s standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a TK-12 system and based on the Common Core State Standards. All elements of the curriculum are research-based and have been proven effective in schools.

River Oaks Charter School Elementary ELA program, Expeditionary Learning (EL Education)/Big Day (TK) is designed to reflect the ELA Common Core State Standards, specifically:

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

1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
3. Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences
4. Content literacy: Development of literacy skills across all content domains
5. Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners
6. Independent reading: Opportunities for choice and time to become lifelong lovers of reading
7. Reading, writing, speaking and listening skills- Integrating all lessons to teach, practice, and reinforce all four communication skills

Throughout the TK-5 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.

- *Social Science*: The Charter School's history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials include primary sources, historical literature, History Alive!, Facing History and Ourselves, and a variety of non-fiction texts as recommended by the State Standards.

The Charter School Elementary Math program, Eureka Math, balances concept development, application, and fluency skills.

- *Aspire Math Vision*: River Oaks Charter School's Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and*

empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.

The program is designed to reflect the Math Common Core State Standards, specifically:

- Shifting from mile-wide, inch-deep curriculum to deep understanding of the most critical key topics at each grade level
- Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
- Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
- Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

A key tool in mathematics instruction is the State Standards-based software program Illuminate. Illuminate creates, scores and reports State Standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Illuminate reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. With the use of iReady for both math and ELA, teachers are also able to get detailed reports on specific skills that students need for further instruction as well as whole class reports to guide instruction.

The Charter School math classroom is marked by a focus on the State Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math time in the daily schedule, and teachers utilize the Eureka Math Program which is powerfully aligned with CCSS, into other content areas.

- *Science:* Through the implementation of the Next Generation Science Standards 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. River Oaks Charter School 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 (“SEL”)*

Aspire Social and Emotional Learning Vision Statement

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

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

SEL competencies are taught throughout the school day and during morning meetings that feature the use of circles for relationship and group identity building as well as for restoration of community. RULER SEL curriculum is being implemented this year with the purpose of developing self-awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

- *Visual and Performing Arts:* Appreciation and participation in the fine and performing arts are essential to each student's development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy. Visiting artists, field trips, after school classes, parent docents, and partnerships with arts-focused organizations like Inner City Arts also provide important programs in the arts. River Oaks has a full time VAPA teacher who instructs students in a variety of the arts, such as drama, music, and art.
- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies for Health instruction .
- *Physical Education:* The Aspire Physical Education ("PE") 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.

Interventions and Enrichment

River Oaks Charter School instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program ("RtI") is used at the school, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The most important element of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

- **Tier 1** is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to utilize each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.
- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- **Tier 3** interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

All teachers at River Oaks Charter School receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to give students the support they need and deserve just in time. If Tier 3 assistance is still unsuccessful, the teacher works with the Principal and Leadership Team to move forward with the Student Study Team ("SST") process to determine next steps.

Assessment

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

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

¹ The growing emphasis on norm-referenced 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

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, DIBELS, and iReady Diagnostic)
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at River Oaks 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 do not move on without passing this assessment.

Technology as a Tool

At River Oaks Charter School, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school in the Aspire network has a combination of laptops and Chromebooks, and the Aspire organization is committed to ensuring all students have a device by the end of the 2020-21 school year. River Oaks is currently a 1:1 device school. 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. All students are also expected to receive instruction on digital citizenship topics each year as well.

Technology is also used as a tool to provide students with additional opportunities for individualized learning at River Oaks. Aspire believes in classroom structures that enable small group and one-on-one instruction. 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 uses effective software that is State Standards- aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to

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.

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.

Students follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills.

Support for all students

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

- Smarter Balanced Assessment Consortium assessments
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview
- I-Ready diagnostic assessments
- Cycle of inquiry assessments and data discussions among grade level staff

Effective Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All teachers will meet the requirements of Education Code Section 47605(l); teachers and paraprofessionals will meet applicable Every Student Succeeds Act requirements. 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, River Oaks 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.

Support for Academically High-Achieving Students

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

The Charter School identifies its highest achieving students through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students'

Lexile levels on the STAR REN are used as a metric, as well as iReady test scores. Similar to how struggling students are given differentiated work, small groups and adapted project work and tasks are adapted for the highest students as well.

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 River Oaks Charter School. 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 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 Education Program Standards*. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and Principal.

Students Achieving Below Grade Level

River Oaks 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 iReady.

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

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium – ELA or Math	Standard Not Met or Standard Nearly Met
DIBELS (TK-2) Star REN (3-5) i-Ready (K-5)	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

River Oaks utilizes the Response to Intervention framework 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 of weekly review of student progress, River Oaks is 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, which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision-making about the intervention's success and student's next step.

River Oaks Charter School 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. River Oaks 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

Aspire Public Schools seeks to serve students who are socio-economically disadvantaged and low income, so River Oaks was designed to create small communities where students are well-known by the school teachers and staff. 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 and Reduced Price Meals. Qualification for this program is monitored on an annual basis.

The 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 takes ownership to provide any needed materials; however, our hope is to involve and engage families along their child's educational journey.

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 team meets on a monthly basis to determine any students who may not be making adequate progress on the grade level State Standards. The RtI team, 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. The RtI Lead or the classroom teacher would be responsible for making sure supports are implemented. At a minimum, supports include:

- Social emotional counseling during school
- Additional academic help during school and after school
- Involvement of the parent/guardian

- Connections with community agencies made by the Regional Student Support Coordinator for families and students

In addition, River Oaks Data team has developed a progress monitoring dashboard that allows the Charter School to continuously monitor the progress of their socio-economically disadvantaged/low income students' achievement on SBAC, ELPAC, Renaissance Star Reading Assessment, DIBELS, I-Ready, and other criteria that affect the academic outcomes for students.

Support for English Learners

Overview

River Oaks Charter School assures equity in access to a rigorous standards-based, college preparatory, curricula for English Learners (“ELs”). Aspire Public Schools defines an equitable educational system as the following:

- Opportunity for ELs to receive instruction that produces high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning is implemented in a culturally relevant manner.

River Oaks Charter School meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, English Learner and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire implements policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students’ multilingual and multicultural proficiencies.

River Oaks administers the English Language Proficiency Assessments for California (“ELPAC”). The school’s program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. The school’s EL Master Plan can be found in Tab 8.

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Home Language Survey

River Oaks Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on registration forms).

ELPAC Testing

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

- If the student is new to California, the student is given the Initial English Language Proficiency Assessment for California or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter with the Summative ELPAC between February 1 and May 31 until re-designated as Fluent English proficient.
- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under every Student Succeeds Act for annual English proficiency testing.
- As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal.

Teachers and administrators use individual scores to understand where each student’s strengths and weaknesses are in regards to the domains: writing, reading, listening and speaking. This is used both during integrated ELD instruction and Designated instruction to ensure students are receiving the leveled support they need, while also being provided the tools for success across the content areas.

Reclassification Procedures

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

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:

Reclassification (Exit) Criteria

<u>State Criteria</u>	<u>Aspire RFEP Policy</u>
Assessment of English Language Proficiency	Using ELPAC: 1. Overall score of Level 4 on Summative ELPAC
Teacher Evaluation	Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent agrees that student should be reclassified

<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>Scored at or above on <u>one</u> of the following academic indicators</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Below Grade Level on STAR Ren (Grades 2-12) 3. Grades Kindergarten-2nd grade Score of Benchmark or Above Benchmark on (BOY), Middle of Year (MOY) or End of Year (EOY) DIBELS 8
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After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation. After a student is redesignated as RFEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of reclassified students. Reclassified students must be monitored for continued progress for 4 years.

Assessment of English Learners with Disabilities

Students with disabilities participate in the state assessments for English Language proficiency as determined by their IEP team. IEP teams consider whether a student requires accommodations to participate in the statewide assessment, and specify which accommodations the student needs. If the team determines the statewide assessment is not appropriate for the student based on their individual needs and disability, the student participates in an alternate assessment to assess their English language proficiency. IEP teams use the participation criteria for alternate assessments provided by the California Department of Education to guide their decision making for participation in alternate assessments for individual students.

Students with IEPs who are also English Language Learners are enrolled in an appropriate English Language Development class, and will receive support from an English Language Development teacher with second language acquisition expertise. Special Education teachers are required to have an EL Authorization in order to support development of ELD goals and services on a student’s IEP. The special education teacher will use data points from the student’s ELPAC results, ELD curriculum measures, ELD teacher observations, work samples, and special education teacher observations in order to write a comprehensive present level of performance that draws upon second language acquisition expertise as well as knowledge around the student’s disability.

The student will have an English Language Development IEP goal developed based on their greatest area of need in ELD, as identified by both the ELD teacher and special education teacher, and an IEP service supporting this goal will be implemented. This service will be

provided by qualified special education personnel who collaborates with the English Language Development teacher. The IEP team will discuss the appropriate testing accommodations for the student on the ELPAC and ensure this is documented on the IEP. The IEP team will also clearly document the stage of language development the student is in on the IEP, and will update with the most recent information at each IEP meeting.

Reclassifying English Learners with Disabilities

Students with disabilities will take the Initial and Summative ELPAC tests and have access to the universal tools, designated supports, accommodations, updated annually by the California Department of Education (CDE).

An EL student with a disability may be reclassified as RFEP using the guidance below. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Aspire’s Redesignated Fluent English Proficient Policy for Students with Disabilities (Students on the Common Core Curriculum - i.e, students who would still take SBAC).

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC Test Results)	The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by his/her/their disability. If a student has in his/her/their IEP that he/she/they does not need to take a section of the ELPAC, then the IEP teams should consider only the sections the student did take in reclassification.
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance.
Case Manager/ELD coordinator collaboration	Case Managers need to schedule designated time with the ELD coordinator, in advance of the RFEP window, to discuss any students that may be eligible for reclassification. IEP meetings need to be scheduled in advance of the RFEP window in collaboration with the ELD coordinator.
Parent Opinion and Consultation	Parents receives notice of reclassification eligibility and are given an opportunity to indicate if they agree or disagree that the student be reclassified through the IEP meeting.

<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. STAR Ren level at the average of an English Only student with a similar disability, see table 4. Grades Kindergarten-2nd grade Score of Benchmark or Above Benchmark on (BOY), Middle of Year (MOY) or End of Year (EOY) DIBELS 8
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Aspire’s Redesignated Fluent English Proficient Policy for Students with Disabilities
(Students on an Alternative Curriculum - i.e, students who would take CAA instead of SBAC)

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency	VCCALPS assessment with a score of 49 or above
Teacher Evaluation	Education Specialist agrees the student should be reclassified based on evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified

<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)</p>
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Student Achievement Goals

1. Academic Achievement – English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star REN, ICA Assessments, Math Interims for K-5, IReady, and the State Standards Assessments . Each Aspire Public Schools’ charter school’s individual charter and LCAP provide specific growth targets.

2. Reclassifying English Learners - All English Learners who meet established criteria are reclassified. There are established follow-up procedures to monitor and support reclassified fluent English proficient students as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:
 - a. Assessment of English Language Proficiency
 - b. Teacher Evaluation
 - c. Parent Opinion and Consultation
 - d. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Strategies and Support

Support for English Learners varies as much as the individual student. Each child brings their own unique strengths. English learners’ needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling. The School provides comprehensive support for English Learners through professional development and analysis of data to support teachers’ ability to meet these differentiated needs. By having a common understanding of students’ needs and the goals for all students, the school provides a consistent program no matter the adult working with a child.

The tenets of the program include these guiding principles:

- The priorities for instruction are:.

- o All students who are English Language Learners participate in a daily 30 minute designated English Language Development learning experience with a focus on speaking and listening.

- o In TK-5th grades, teachers incorporate integrated English Learner supports and instructional strategies throughout all content areas. These strategies are identified based on trends from multiple sources of data and incorporated into unit and lesson planning.

- o TK-2nd grade teachers utilize integrated ELD instructional supports during foundational skills teaching, which support all learners and provide addition scaffolds and practice for English Learners.

- o All classrooms TK-5th grade, engaged in structured academic discourse in all content areas, with appropriate scaffolds (such as pictures, vocabulary previewing, sentence stems, strategic partnerships) based on students needs.

- Through the process of data talks, teachers periodically meet to review multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, F&P, SBAC) along with oral language samples to move students appropriately through the proficiency levels with an emphasis on speaking/listening.

- Language tasks are relevant to students and applicable to the real world.

- The school English Learner Advisory Council (ELAC) helps to review EL supports and provides feedback on additional needs.

Designated English Development

Transitional Kindergarten through 5th Grade

All general education teachers provide a block of designated ELD instruction to a group of students within their grade-level or grade-span. Placement is based on proficiency level, students at risk of becoming long-term English Learners (LTEL's), LTELs, newcomers, and special education status. Students are grouped within one level of their proficiency level. The program is guided by the LEA's ELD goal and monitoring tool for LCAP. All schools follow a designated ELD curriculum, EL Achieve, which aligns with ELD standards in listening, speaking, reading, and writing. Student progress is monitored through formative and summative assessments. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at a "late beginning" level are taught more advanced vocabulary and language frames than students at a "beginning" level within the same designated ELD class. Supports are given and removed according to a student's proficiency within that level.

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

Integrated English Language Development

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

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs GLAD strategies: Cognitive Content Dictionary and Process Grid
- Glad Strategy: Expert Groups
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

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

Progress Monitoring

English Learners have the same thorough ongoing assessment as all of our non-English Learners.

This is primarily done through our Response to Intervention (RtI) team and our Cycles of Inquiry.

Additionally, ELs are monitored on their mastery of the English Language Development Standards. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, Aspire's Data and Assessment team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students achievement on SBAC, CELDT, Star Ren, DRA, and other criteria that affect the outcome of students.

Monitoring and Evaluation of Program Effectiveness

In addition to on-going progress monitoring, and in accordance with Federal Program Monitoring requirements, each Aspire school will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency comparable to that of average native speakers of English.
2. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered Aspire already proficient in English.
3. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
4. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
5. Whether to eliminate specific EL activities proven to be ineffective.
6. *Adhere to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.*
7. *Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.*
8. *Monitor student identification and placement.*
9. *Monitor availability of adequate resources.*
10. *CA School Dashboard: EL Progress Indicator*

The LCAP Annual Update process begins each year in January and consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff,

students, parents, and other Aspire administrators. The Annual Update analysis consists of the following components:

1. Review of initial ELPAC, CA Dashboard, and interim assessment data
2. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
3. Reclassification rates and students at risk of being identified as Long-Term English Learner
4. In depth review of the 5 components of the EL program evaluation as outlined in the Federal Program Monitoring requirements
5. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
6. Evaluation of the LCAP EL Goal, Actions, Outcomes, and expenditures

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

Monitoring of Professional Development and Implementation of English Language Development strategies

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

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. During year 1 implementation all teachers receive comprehensive training from EL Achieve.
3. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
4. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
5. New teachers receive ongoing coaching in teaching English Learners.

Support for Students with Disabilities

Overview

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

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

River Oaks 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.

River Oaks Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through certified non-public agencies or independent contractors.

River Oaks 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

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

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

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

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

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

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

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

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

Services for Students under the IDEA

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

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

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

The 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 State Standards or Aspire College Readiness outcomes.

Post-Secondary Transition planning begins as part of a student's Individual s within their Individual Education Plans prior to a student turning 16 years of age. Transition assessments, services and activities will be aligned with the Charter School's College Guidance activities to ensure successful transition to college, and/or other post-secondary continued learning, as well as to develop the life and job skills that will lead to meaningful work and independence.

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

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

Child Find

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted

through the enrollment lottery and enrolled in The Charter School. Through the process of “Child Find,” The Charter School fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education or 504 services. The Student Study Teams addresses student needs and initiates the referral process, if appropriate, for special education or other services.

For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEA. If needed, the special education resources, services, fees or requirements will be defined in the Memorandum of Understanding (“MOU”) between the District and the Charter School.

SELPA

The Charter School will be its LEA and will apply directly for membership in the EDCOE Charter SELPA in conformity with Education Code Section 47641(a).

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

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

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

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

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

LEA Assurances

The Charter School makes the following assurances:

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

in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support the Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEA are met, and each child is well served.

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

Supports for Foster and Homeless Youth

Most of the Charter School's students are identified as socioeconomically disadvantaged and/or qualifying for free and reduced price meals using the enrollment application. Parents submit enrollment applications that include critical information to properly identify students and provide the resources necessary. Every child has equal access to a free and appropriate public education as provided to all children and youth. The Charter School applies the same instructional program components, services, and supports to foster and homeless youth, as is described in the petition under EL, socioeconomically disadvantaged, and academically high or low achieving, and as appropriate for the particular student's situation.

Administrators (Principal and Dean of Instruction) along with the Office Manager and a credentialed Specialized Instructional Support Personnel (school counselor or social worker) at the site ensure that mandates of the McKinney-Vento Homeless Assistance Act are met. The school Principal is responsible for oversight of all steps by team members, including but not limited to, accuracy of data collection and submission, automatic enrollment in free-and-reduced price meal program and removing barriers to participation in extracurricular activities, and coordinating with local agencies in providing services. The Office Manager enrolls students without delay, maintains tracking on CalPADS, and informs families of their rights. The Dean of Instruction assesses academic needs and provides instructional support including arranging for time and space to complete assigned work. A school counselor or social worker conducts a needs assessment, arranges for students to have needed supplies (e.g., backpacks, school supplies, hygiene kits) and works with families to link them to community services (e.g., health, dental, food pantries, housing assistance, legal aide, counseling). The Aspire Los Angeles Regional Director of Student Supports and Services oversees and provides training and ongoing support throughout the year for all site-based team members working with foster and homeless youth. In order to ensure proper program identification, the Charter School updates

its database at the beginning of each school year, during parent conferences and when notified of a change by the parent or guardian.

A Typical Day

It's 7:40 when you arrive in the parking lot of River Oaks Charter School. You walk inside the building to grab a quick breakfast and the Lunch Lady welcomes you with a "Good Morning!" and hands you some oatmeal. After breakfast you walk outside to the blacktop to visit with your friends on the monkey bars.

At 8:07, the teacher on duty blows her whistle to freeze. You drop from the monkey bars and walk out of the sandbox until she blows the whistle again. At that time, you immediately line up with your class and get in "ready position". You hear, "Good morning River Oaks Eagles!" from your principal. You respond, "Good morning Mrs. Hawley" and join the community in a college for certain cheer. You immediately get excited for Fridays' Town Hall so you can share your class cheer with everyone.

You walk into your classroom at 8:10. The teacher gives you a handshake and reminds everyone to get ready for a great day of learning. You immediately begin the unpacking routine of backpack away, homework out on my desk and lunch placed in grubtub. You are happy that your team got 5 extra team points for being one of the first teams to complete the routine.

You begin to do the math "Do Now" on the white board and begin to solve the math review problem and daily word problem with confidence as the teacher takes attendance, collects homework, and speaks to a few students. After you finish, the teacher reviews the Steps to SDSU Objectives on the board to see what you will be learning today.

After reviewing the Do Now from the morning, the teacher puts up a 4 digit by 4 digit subtraction problem and gives you 2 minutes to solve it before you share out with your partner. You and your partner have the same answer but the partners next to you do not. You show your thinking to that duo and show them how to check the subtraction problem using addition. The two instantly see where they made their mistake. The teacher asks you to come to the front to show your work to the class and they ask questions about your strategy you used. You then put your notebook away and get ready for math rotations and DreamBox online.

At 9:45, your class goes into Visual and Performing Arts. You do a few poems to get warmed up and then spend the remainder of the time working on your lines for the shadow puppet show of, The Rough Face Girl, the class will perform for other classes and families in just two more weeks! You can't wait! You are ready.

At 10:30, you leave VAPA in a college walk to the playground and you take a break. Outside there are coaches who have set up several organized games to play. You join a Slamball game with 2 of your friends and a coach for a few minutes before going to eat your snack under the covered area.

At 10:45, you return from recess and complete some quick practice on subject and predicate parts. You work quickly through independent practice and get ready for your reading block.

Your reading group begins at 11:00am. You move to the back table with the other students who are reading the same leveled book as you. Today the teacher is asking for evidence that supports your inference regarding the main character. You scour the text and politely disagree with someone in your group as your evidence contradicts hers. Once you have received your next assignment, you move to your computer. You sign in and start working on Lexia online. You are thrilled that the non-fiction text today is about different types of whales. You work through the 'text clues' lesson and see the growth you have made in this program in the last three months.

At 12:10 it is time for lunch recess. You play a new organized game with your friends, followed by lunch in the lunchroom.

After lunch at 1:00, you return to class for writing and you pull out your red writing folder and begin working on your opinion piece about whether or not students should have to wear school uniforms. You get stuck on how to paraphrase a fact from the Scholastic News article you are using as a resource so you sign up for a conference with the teacher and only have to wait for one other scholar before she helps you with how to reword the information.

At 2:15, it is time for author's chair and you listen to several students share out their writing work.

At 2:45 you spend a few minutes collecting your loose papers from your desk, writing in your daily journal, grabbing your homework from your mailbox and packing up. The class moves quickly and quietly because they are very excited to get to the next chapter in Charlotte's Web that the teacher is reading aloud to the class.

At 3:10pm, you line up and walk outside to the front of the school with your teacher and class. You wait patiently for your Dad to pull up through the line. When he arrives, you give your teacher a high five and she says she will see you tomorrow. You get in the car and tell your dad all about the great day you had.

Charter School Annual Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Element 2 – Measurable Pupil Outcomes and

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

An Aspire Public Schools education provides students with access to opportunities of 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 Public Schools’ educational program is designed to help all of its students to develop the following measurable pupil outcomes:

To establish a foundation for success, Aspire Public Schools ensures students will attain the following skills:

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

Aspire Public Schools sets high standards for all students, based on Common Core State Standards. Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(d)(1). Through these assessments, Aspire the Charter School shall demonstrate student mastery of State Standards.

In every category River Oaks students are out performing students in the State of California. River Oaks subgroups performed above the standard in every category. However, we were still significantly performing higher in comparison.

2018-19 SBAC Data

Subgroup	School Year	Metric	ROCS DFS	Authorizing District DFS	Aspire Subgroup N Size	Authorizing District N Size	Pt. Difference between Aspire school's % and authorizing district's
AA	18-19	SBAC ELA DFS	NULL	-68.9	9	960	NULL
ALL	18-19	SBAC ELA DFS	22.6	-16.2	186	14438	38.8
AS	18-19	SBAC ELA DFS	33	-1.3	50	2569	34.3
CAA	18-19	SBAC ELA DFS	NULL	-20.3	1	172	NULL
EL	18-19	SBAC ELA DFS	17.5	-43.5	69	4761	61
ELO	18-19	SBAC ELA DFS	-53.1	-96.9	11	2376	43.8
EO	18-19	SBAC ELA DFS	24.5	-8.9	115	8689	33.4
FI	18-19	SBAC ELA DFS	NULL	36	5	540	NULL

HI	18-19	SBAC ELA DFS	3.2	-30.8	85	6654	34
HOM	18-19	SBAC ELA DFS	NULL	-70.4	1	124	NULL
MR	18-19	SBAC ELA DFS	54.8	-3.8	15	379	58.6
PI	18-19	SBAC ELA DFS	NULL	-15.9	2	89	NULL
RFP	18-19	SBAC ELA DFS	30.9	9.7	58	2385	21.2
SBA	18-19	SBAC ELA DFS	22.4	-16.2	185	14266	38.6
SED	18-19	SBAC ELA DFS	14.7	-32.3	126	10882	47
SWD	18-19	SBAC ELA DFS	-42.5	-97	12	2194	54.5
WH	18-19	SBAC ELA DFS	62.6	11.4	20	2852	51.2
AA	18-19	SBAC Math DFS	NULL	-115.8	9	953	NULL
ALL	18-19	SBAC Math DFS	22.9	-49.2	186	14411	72.1
AS	18-19	SBAC Math DFS	36.6	-28.5	50	2569	65.1

CAA	18-19	SBAC Math DFS	NULL	-41.3	1	164	NULL
EL	18-19	SBAC Math DFS	15.3	-71.3	69	4760	86.6
ELO	18-19	SBAC Math DFS	-62.4	-118	11	2377	55.6
EO	18-19	SBAC Math DFS	26.5	-42.9	115	8664	69.4
FI	18-19	SBAC Math DFS	NULL	1.7	5	539	NULL
HI	18-19	SBAC Math DFS	-3.3	-66	85	6641	62.7
HOM	18-19	SBAC Math DFS	NULL	-99.2	1	123	NULL
MR	18-19	SBAC Math DFS	54.1	-39.1	15	377	93.2
PI	18-19	SBAC Math DFS	NULL	-54.5	2	89	NULL
RFP	18-19	SBAC Math DFS	30	-24.8	58	2383	54.8
SBA	18-19	SBAC Math DFS	23	-49.3	185	14247	72.3
SED	18-19	SBAC Math DFS	13.4	-66	126	10864	79.4

SWD	18-19	SBAC Math DFS	-61.1	-130.4	12	2182	69.3
WH	18-19	SBAC Math DFS	63.5	-17.3	20	2848	80.8

Since the 2016- current school year, ROCS has continually had approximately 18%-20% of the school population be classified as ELL. Throughout the years, ROCS has been consistent to the fact we only serve students to 5th grade.

2016-17, 2017-18, 2018-19, and 2019-20 ELL, IFEP, RFEP, and LTEL

Subgroup	School Year	Metric	ROCS %	Authorizing District %	Aspire Subgroup N Size	Authorizing District N Size	Pt. Difference between Aspire school's % and authorizing district's
ELL	16-17	Enrollment	19.20%	24.30%	80	7480	-5.10%
IFEP	16-17	Enrollment	0.50%	1.80%	2	569	-1.40%
LTEL	16-17	Enrollment	0%	11.40%	0	1330	-11.40%
RFEP	16-17	Enrollment	11.80%	13.50%	49	4154	-1.70%
ELL	17-18	Enrollment	20.20%	21.30%	86	6673	-1.10%

IFEP	17-18	Enrollment	0.50%	1.80%	2	557	-1.30%
LTEL	17-18	Enrollment	0%	10.10%	0	1189	-10.10%
RFEP	17-18	Enrollment	16.00%	16.40%	68	5148	-0.40%
ELL	18-19	Enrollment	15.70%	19.20%	71	6093	-3.60%
IFEP	18-19	Enrollment	1.10%	1.90%	5	611	-0.80%
RFEP	18-19	Enrollment	12.10%	17.60%	55	5563	-5.40%
ELL	19-20	Enrollment	18.40%	18.80%	79	5909	-0.40%
IFEP	19-20	Enrollment	5.40%	2.10%	23	671	3.20%
RFEP	19-20	Enrollment	13.30%	17.30%	57	5447	-4.10%
LTEL	19-20	Enrollment	0%	0.00%	0	0	0.00%

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the

duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

As a result of the Governor of California's Executive Order N-56-20 in May, 2020, all Local Education Agencies required LCAP documents due by July 1, 2020 were delayed. While the Executive Order delayed the submission of the LCAP, the Charter School was still required to submit a Written Operations Report, which outlined the following:

- Changes to our programs that we have made in response to school closures to address COVID-19 and the impacts these closures have had on our students and families, which should include, at a minimum:
- A description of how we are meeting the needs of unduplicated students during the period of school closures,
- Steps taken to continue delivering high-quality distance learning opportunities,
- Provide school meals in non-congregate settings, and
- Arrange for supervision, to the extent possible, of students during ordinary school hours.

In June, 2020, amended language to Assembly Bill 77 (AB 77), eliminated the submission of an LCAP for the school year 2020-2021, reversing the previous LCAP delay as outlined in Executive Order N-56-20. This bill would provide that school districts, county boards of education, and charter schools are not required to adopt a local control and accountability plan for the 2020–21 school year. The bill instead would require the governing board of a school district, a county board of education, and the governing body of a charter school to adopt a learning continuity and attendance plan by September 30, 2020. Pursuant to Education Code Sections 47605(cb)(5)(A)(ii) and 47605(cb)(5)(B), the Charter School will establish goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d) in the new 3-year LCAP due July 1, 2021. The 17-18, 18-19 and 19-20 LCAPS can be found in appendix XXII.

Given this unique situation, the Charter School, in accordance with AB 77, will not have an LCAP for the school year 2020-2021. However, the Charter School has established 1-year priorities for school year 2020-2021 and aligned its goals, outcomes, and actions to the Aspire-wide 3-year goals, outcomes, and actions. The Charter School adjusted 1-year priorities are described below:

**Big Rock 1
Academic
Acceleration**

*Living our Values of...
Agency & Self-Determination
Culture of Belonging*

Our Big Rock Objectives

- ❑ Support educators and teams in the delivery of **academic programming and recovery** in an evolving learning environment, including distance learning, in-person, and hybrid.
- ❑ All scholars are able to **access learning**. All schools are 1:1. (Every scholar has access to an Aspire-issued device.)
- ❑ Continue efforts to learn about and create more **inclusive learning opportunities** for subgroups

Org-Wide Priority
We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.

**Big Rock 2
Re-Opening**

*Living our Values of...
Well-being, Bienestar
Joy
Community Partnership*

Our Big Rock Objectives

- ❑ Support the **social emotional, mental health, trauma and behavioral needs of scholars** with a culturally responsive lens as they transition to an evolving learning environment.
- ❑ Adopt **operational approaches** that support an evolving learning environment, safety and well-being of scholars, families, and staff and is financially viable.

Org-Wide Priority
We will cultivate communities that foster inclusive and joyful learning environments.

**Big Rock 3
Resilience**

*Living our Values of...
Agency & Self-Determination
Culture of Belonging*

Our Big Rock Objectives

- ❑ Support the **social emotional, mental health, trauma and behavioral needs of staff** as we transition to an evolving learning environment.
- ❑ Shared learning and development centered on equity, adaptive and resilient leadership (Transformational Leader Framework).
- ❑ Equity leadership development rooted in **cultural responsiveness and anti-racist practices**.

Org-Wide Priority
We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

The Charter School 3-year Goals are outlined below:

Priority	1st Initiative	2nd Initiative	3rd Initiative
We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.	Instructional Guidelines in Math, Science, and ELA* <i>(note that based on current staffing plans, we expect to need a 4th year to complete all)</i>	Deepen our learning about and commitment to inclusive practices in service of our subgroups, with a continued focus on EL, SpEd, & Black students	Ethnic Studies Graduation Requirement
We will cultivate communities that foster inclusive and joyful	Culturally Responsive, org-wide approach to Multi-tiered System of	Culturally Responsive, org-wide approach to Social Emotional	None

learning environments.	Supports (MTSS)	Learning (SEL) for Scholars	
We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.	Teacher support and development using the Aspire Student Learning Framework (ASLF)	Leader support and development using the Transformational Leader Framework (TLF)	Equity leadership development rooted in cultural responsiveness and anti-racism

Element 3 - Method by which Pupil Progress Toward Outcomes will be Measured

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

River Oaks academic program is State Standards-based and data driven. The Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework, the English Language Development Standards (“ELD”) and the remaining State Content 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.

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.

Outcomes and Methods of Measurement Aligned to State Priorities

Please see Element 2 for the outcomes and methods of measurement aligned to state priorities. This is captured in the “Annual Goals and Actions in the State Priorities” section.

Collecting, Analyzing, and Reporting Data

River Oaks 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 the Charter School’s education program;
- The Principal and other administrators will receive data on the Charter School’s student achievement, attendance, and discipline using the Charter School’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; and
- The District will receive data on student achievement through Charter School reports and/or presentations.

River Oaks uses the SBAC to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization level. Additionally, the ELPAC, iReady diagnostics, and the Physical Fitness Test will be administered and used to inform the Charter School program. Every summer the Charter School will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

Aspire Public Schools uses many in-house assessments which inform daily instruction. River Oaks 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 River Oaks teachers, a Student Study Team is put in place. The team consists of teachers, parents and administrators. From this meeting an action plan is created to support the student.

Throughout the school year, the health of the Charter School is monitored with a suite of internal school health dashboards. These tools allow Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: California School Dashboard indicators, course grades, behavior, and internal benchmark scores;
- Student discipline: Chronic absenteeism, suspensions, student retention
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial and Enrollment: actual versus budget and forecast; average daily attendance, and enrollment.

K-2 Assessment and Monitoring

Since grades K-2 are not assessed on the CAASPP, Aspire has created a standards-based report card (see descriptors below), to be used in concert with internal ongoing formative assessments by the Charter School to evaluate and monitor the progress of all primary students.

PERFORMANCE LEVEL DESCRIPTORS

Below the grade level standard 1

Approaching the grade level standard 2

Meeting the grade level standard 3

Exceeding the grade level standard 4

The Aspire Home Office has also developed internal formative assessments and a data dashboard for every student that allows teachers to monitor how students are progressing in their mastery of standards. Grade level teams use this data to plan and to create interventions

and enrichment as needed. The Principal and Lead Team then use all K-2 student data to address schoolwide instructional concerns and Cycles of Inquiry.

Reading Assessment

For students in grades 2-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and State Standards 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 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.

For students in K-5 they will take the iReady diagnostic for both math and reading. The i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth. Results from the Diagnostic results set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs. This Diagnostic is administered three times during the school year.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The assessment includes both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers and Education Specialists. A task analysis of every assessment, quiz, or exit ticket is done 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.

See above information for the iReady diagnostic that will also be utilized this year.

External Reporting

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

Grading, Progress Reporting, and Promotion/Retention

Promotion/Retention Policy and Procedures

Promotion: Students who achieve the minimal level of proficiency (PROFICIENT) on the SBAC in Mathematics and ELA (or equivalent assessments/benchmarks in non-tested grades), in accordance with SBE Section 60648, and are on grade level in Mathematics and ELA, as determined using standards-based grading, will be automatically recommended for promotion to the next grade level.

Retention: Students who do *not* meet at least one of the proficiency levels as cited above will be referred to a Promotion Review, conducted by the school leadership team. This will include extensive analysis of academic performance and all related factors. Because research has definitively shown that retention is most often NOT a successful intervention, it is extremely rare at Aspire Public Schools.

After the Promotion Review, the school leadership team will write a learning plan for the next school year that will address the student's academic deficiencies. This plan will be shared with the student's parents. No student is to be retained unless the regional and school leadership team determine and are in agreement that retention is the best intervention to ensure the student's success. The Area Superintendent is responsible for the final decision.

In the rare event of a recommendation for retention, the following steps are taken:

1. A letter is sent to the parents or guardian informing them that their child is at risk of retention.
2. The leadership team's review and all related data are provided to and discussed with the student's parents or guardian before any final determination of pupil retention. This meeting is documented and signed by both the teacher and parent.
3. If the leadership team decides that retention is the best intervention, a meeting called within five school days to formally inform the student's parents or guardian of the decision regarding the retention.
4. The parents or guardians have the right to appeal the decision to retain to the Area Superintendent of Aspire Public Schools. If the decision of the Area Superintendent is not in agreement with the parents/guardians, the parents have the right to appeal directly to the Chief Executive Officer of Aspire Public Schools.

For students with special needs, students will not be retained on the basis of their disability. If a student with an IEP were recommended to be retained, it will be discussed and decided upon by their IEP team.

California Physical Fitness Test (FITNESSGRAM):

Six tests are administered:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength and Endurance
4. Trunk Extensor Strength/Flexibility
5. Upper Body Strength and Endurance
6. Flexibility

A coordinator works with the Physical Education teacher to ensure these tests are completed.

California Alternative Assessment (CAA):

Individual LEAs, with support from the Science Content Specialists decide the calendar for when the CAA science will be given at each site. Following the guidelines from the CDE, students who receive modified curriculum as part of their Individualized Education Plans, are given the assessment in a chunked manner. Case Managers administer all CAAs to their students in all subjects. For Science, Case Managers gives the context activity and then the students take that portion of the assessment on the computer. The assessment follows the teaching of the material, as per the DFA from the State.

We ensure that credentialed/certified staff members receive training for administering the CAA by completing the CAASPP tutorial for all subjects they administer. Our Aspire Home Office supports this process by creating an online course with general information about the CAA, which is then shared with sites and the regional office support staff. When Case Managers complete the CAASPP required course, they download a certificate. Our Home Office and Regional office personnel have access to a Google folder which tracks which Case Managers are certified at each site.

Element 4 - Governance

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

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Aspire Public Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix XI, please find Aspire Public Schools’ Articles of Incorporation, Bylaws, and Conflict of Interest Code. Proof of Aspire’s tax exempt status is attached in Appendix X.

Board of Directors

The Charter School will be governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Resumes of the current Aspire Board of Directors are attached in Appendix IX.

The number of directors on the Board shall be not less than three (3) or more than thirteen (13). The Aspire Board of Directors currently consists of 8 regular members. Directors shall be elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years. A director may not serve more than two (2) consecutive terms. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire’s Board and Chief Executive Officer (“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, will contribute to Aspire’s growth and success

The Governance Committee of the Board meets monthly to review board membership and to discuss board member experience and expertise related to specific elements of effective governance including finance, education, human resources, fundraising, law and real estate

among other areas. The Governance Committee maintains a “pool” of potential new board members. Building that “pool” consists of the following process:

- CEO, Individual board members or Aspire Executive Team (“AExT”) members reach out to potential contacts/introductions for initial call or meeting to gauge mutual interest
- Any Aspire teammate can submit a potential Board candidate to the Aspire Board Governance Committee by providing a brief candidate bio to governancecommittee@aspirepublicschools.org
- Candidates with mutual interest are added to potential Board member list maintained by Governance Committee and Aspire staff and discussed on monthly Governance Committee call

Candidates with mutual interest shall be sent an interest packet by Aspire staff which includes:

- Board member job description
- Board experience survey (to be returned by the candidate with a resume)
- Annual board meeting schedule
- Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
- Aspire overview
- Organization chart

Board member qualifications

All Board members must have expertise in an area that is valuable to achievement of Aspire’s mission and governance, including skills and experience in or within education, finance, governance, and fundraising.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c). The Charter School shall post all governing board meeting minutes, agendas, and recordings on the Charter School’s public Board meeting website (<https://go.boarddocs.com/ca/aspire/Board.nsf/Public>).

The Board of Directors is responsible for establishing broad policies that affect all Aspire charter schools, including the Charter School. For example, the Board of Directors and its Executive and Compensation Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, potentially controversial issues that affect more than one charter school 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 charter schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

Aspire will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies

For Aspire board meetings, there is a two-way teleconference location at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any 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. Early in each school year, the Board of Directors sets and approves its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the anticipated Charter School, in a location available to the public at all times (e.g. front door entrance, public facing windows) in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures comply with the Brown Act by creating open, public meetings that comply with the teleconference requirements identified in Education Code Section 47604.1(c)(4). Each Charter School site offers a location for in person comments as well as a teleconference option for every board meeting.

For Aspire Board meetings, there is a two-way teleconference location at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any 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. Regular Board meetings are typically held 5 times per year. Executive and Compensation Committee meetings are typically held between regular Board meetings. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act and Education Code 47604.1, as applicable. Special and Emergency Board meetings, as needed, shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has adopted conflict of interest policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the Political Reform Act, and Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1. Board members may abstain from a vote if they do not support or approve the motion.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all Charter School-related matters, such as expulsions, contracts and MOUs for charter schools, and establishment charter petitions, material revisions and renewals. The Executive and Compensation Committee meets between regularly scheduled Board meetings in compliance with the Brown Act and the meetings are held and broadcasted in the same way as the full Board meetings.

The Executive and Compensation Committee's responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance 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 charter school enrollment preferences or admissions policies;
3. Contracts requiring Board approval, namely lease agreements and contracts valued at \$250,000 or more that fall within the Board approved organizational budget;
4. Student discipline matters requiring Board review;
5. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
6. Executive Committee meeting minutes;
7. Quarterly financial statements;
8. CEO evaluation recommendation;
9. CEO and CFO compensation recommendation;
10. Changes to and adoption of new salary schedules and bands that fall within the Board approved organizational budget;
11. Organizational and routine compliance policies; including, but not limited to, signing authority, expense, and routine compliance policies;
12. Local Control and Accountability Plans for each individual Aspire charter school;
13. Construction project budgets for any project less than two million dollars (\$2,000,000); and
14. Urgent matters that arise unexpectedly between board meetings

Aspire Public Schools Leadership

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

Chief of Staff ("COS") – The COS is responsible for leading strategy for the organization including strategic planning. The COS works to ensure a focus on organizational priorities.

Chief Financial Officer ("CFO") – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flow, budgets and mitigating financial risks to the organization.

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

Chief Academic Officer (“CAO”) - The CAO is responsible for leading Aspire’s instructional vision and program design.

Chief People Officer (“CPO”) - The CPO is responsible for leading Aspire’s culture, equity, recruiting, and professional development.

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 charter schools in their region.

Principal – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

Aspire Public Schools Board Committees

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

- Act with delegated limited approval authority of the Board (defined above) between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

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

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Forms 990

Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools’ governance policies and practices.

Responsibilities include:

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

School Site Council

Aspire encourages all stakeholders to participate in, and share responsibility for, the educational process and educational results of the Charter School. In order to achieve this important end, the Charter School shares local control with a School Site Council (“SSC”).

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

The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the Charter School. The SSC’s composition is designed to create parity between school staff and non-school staff. As the leader of the Charter School, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. The principal is responsible for ensuring 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.

Stakeholder involvement is critical to the success of the SSC. Elections, public participation and information sharing are essential components. Elections are held annually, or at least every two years. They are promoted at school functions such as Coffee with the Principal. Election information is shared via ParentSquare and paper flyers. Public participation is also valued. Meetings are promoted, and parents are encouraged to attend. The SSC members provide regular updates during parent meetings, while also promoting the purpose of the SSC. Annually, the SSC members also complete a survey assessing their perceptions of the SSC, their ability to participate, and feelings of effectiveness.

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

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the Charter School.
4. Short summaries of issues, ideas, and decisions of school committees

5. At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

The SSC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the SSC:

- Management of the Charter School
- Policy-making
- Political organizing
- Fundraising
- Socializing
- Personnel recommendations and decisions

English Learner Advisory Committee

1. Any Charter School with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The role of the English Learner Advisory Committee is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically the ELAC:
Advises on the development of services for English Learners
2. Advises the principal and staff in the development of an EL Plan to be incorporated into the school's Local Control and Accountability Plan ("LCAP").
3. Assists in the development of the Charter School's needs assessment and efforts to make parents aware of the importance of regular school attendance.

Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other parent meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family and community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the Charter School. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections are to be completed in the fall at the same time as School Site Council elections. For the organizational chart that delineates the involvement of the School Site Council and the English Learner Advisory Committee in the Charter School's governance structure please refer to Element 5.

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

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in English and in Spanish. Additionally, the print out of the ParentSquare message will be printed in English and Spanish and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School. However, the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council and ELAC meetings.

Parental Involvement in Governance

In order to encourage and support stakeholder involvement, the Charter School's website contains the following information in both Spanish and English:

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

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

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.
2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
4. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a

condition of their child's admission/enrollment and/or continued enrollment within the Charter School.

5. Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
6. Advocacy – Families and community members communicate the Charter School's design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to attend the Board meeting. In compliance with the Brown Act, as applicable, Aspire posts the agenda for Aspire Board of Directors regular meetings at least 72 hours prior to all regular meetings.
8. In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

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

Element 5 - Employee Qualifications

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities at the Charter School. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of the Charter School’s faculty, staff, and pupils and the academic success of the pupils. Aspire’s Human Capital department, along with the Director of Employee Services, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as described in their job descriptions.

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The charter school shall verify and maintain electronic records of all documents issued to teachers by the Commission on Teacher Credentialing, and those electronic records are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Chief Executive Officer

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

Experience

- Leadership experience in K-12 education.
- Management of a complex, geographically dispersed organization with strong operational / financial stewardship.
- Possession of relationships in the field of education, including with thought leaders and policy makers.
- Prior success recruiting, retaining, developing and leading teams in a high-growth, entrepreneurial and evolving organization, with a strong emphasis on culture.
- Track record of building and maintaining a strong organizational culture that focuses on high performance.

- Understanding the key elements and development of systems and processes that enable organizations to grow to larger scale and across geographic areas.
- Fundraising, including managing and maintaining relationships with philanthropic donors.
- Experience managing in settings with significant federal, state and local government regulatory and compliance requirements.
- Experience partnering and leading with an engaged Board of Directors.

Driving Exceptional Results

Demonstrate the ability and ambition to increase the college readiness of Aspire students and students like them nationwide. Inspire and support the most talented teachers and school administrators to be part of Aspire, and identify, cultivate, and leverage the partners and donors required to achieve this vision. Model and communicate this bold ambition that will enable Aspire to fulfill its potential.

Other Personal Characteristics

- Strong alignment with Aspire’s core values
- Unrelenting drive to achieve exceptional outcomes on behalf of underserved students.
- Thrives in an entrepreneurial, high-growth and innovative environment.
- Team oriented and collaborative temperament.
- Comfortable in a variety of settings ranging from urban schools to meeting with influential leaders.
- Management style that inspires and empowers others to take ownership, develop, and deliver results beyond expectations.

Educational level:

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

Experience Required:

- 7+ years experience as a Director, Vice President or Chief in a fast paced, high growth environment
- Knowledge of not-for-profit preferred

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound fiscal 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, chartering authorities, *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

Minimum educational and certification level:

- Bachelor's Degree
- MBA preferred
- CPA certification preferred

Experience Required:

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

Chief Operating Officer

The Chief Operating Officer will drive the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversee the Operations, Technology and Data Analysis teams. This person will work cross-functionally and collaboratively to share, create buy-in and implement 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 relationships 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

Minimum educational level:

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

Experience required:

- A minimum of 7 years in operational leadership positions
- Experience working in collaborative, dynamic, and high-performing environments

Area Superintendent

The Area Superintendent has overall responsibility for the academic, operational, and fiscal performance for all schools in his/her region; directly supervises principals to ensure strong school performance and school culture; collaborates with regional and statewide systems/representatives to gain support of Aspire Public Schools charter schools; fosters a positive regional climate that is representative of Aspire’s core values, ensuring solid relationships within the region and community, with the National Home Office, and across the organization at large.

Required knowledge, skills and abilities:

- Demonstrated success as an instructional 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 profit and loss (“P&L”) responsibility
- Entrepreneurial passion

Minimum Educational Level:

- Master’s Degree
- Ph.D. in education preferred

Experience required:

- 5+ years teaching
- 2+ years in school administration at the district level
- 5+ years' experience as a principal

Regional Director of Student Services (“RDSS”)

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: Student Attendance Review Board (“SARB”), expulsion hearing officer duties, and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to Assistant Principals and Deans of Students, social-emotional counselors and other school site administrative 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 in 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

Additionally, the ability to perform the following duties is highly desirable:

- Spanish Bilingual

Minimum educational level:

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

Experience required:

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

Principal

The Principal leads, manages, and oversees all functions of the Charter School, including the education program to ensure academic performance of students, budget to ensure fiscal solvency of the Charter School, school office operations, community relations, people management and facilities in accordance with Aspire standards.

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 relationship-building and management skills
- Strong problem-solving and consensus-building abilities
- 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 part of a team
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility

Educational level:

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

Experience Required:

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

Assistant Principal

The Assistant Principal assists the Principal in managing all the functions of an individual school site, including the educational program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

Required knowledge, skills and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences

- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a part of a team
- Entrepreneurial passion

Minimum educational level:

- Bachelor’s Degree required
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred

Experience required:

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

Dean of Students

The Dean of Students is responsible for supporting the site principal in building a culture that fosters respect and is driven by the principles of “College for Certain.” This valuable role will integrate strong models of relationship development, collaborative learning along with conflict resolution skills through managing student behavior that allows our students to thrive in their learning environments.

Required knowledge, skills and abilities:

- Knowledge of business and management principles and processes involving; program development, planning, resource allocation and coordination of people and resources.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a part of 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 law, the Education Code, and regulations that govern educational practices.
- Ability to collect, analyze and interpret data.

Minimum educational level:

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

Experience required:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+years teaching and/or administrative experience, preferred

Business Manager

Business Manager is responsible for overall non-academic/instructional business operations of the Charter School upholds the mission and values of Aspire Public Schools; reports to Principal and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside consultants/vendors.

The Business Manager demonstrates knowledge of, and supports, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

The Business Manager demonstrates ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives and demonstrates a growth mindset.

Required knowledge, skills and abilities:

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

Minimum educational level:

- B.A. Degree or equivalent work experience

Experience required:

- 6 plus years in fast-paced, ever changing administrative position
- Experience in a school environment preferable
- Supervisory experience strongly preferred
- Proficiency with Microsoft Office, network printing, copiers and fax machines

Teacher

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

Teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The charter school shall verify and maintain electronic records of all documents issued to teachers by the Commission on Teacher Credentialing, and those electronic records are subject to periodic inspection by the chartering authority. The Board of Directors of Aspire Public Schools may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teacher Hiring

As a public charter school organization with a clearly defined focus, Aspire seeks 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 review; phone or video interview; interview with a site hiring committee (discussed below); demonstration lesson with students; authorization and reference checks.

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

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

Other Jobs at the Charter School

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

Building Manager

The Building Manager ensures a clean school facility is maintained to ensure a safe, secure and comfortable environment conducive to student learning.

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

Minimum educational level:

- None

Experience required:

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

Education Specialist Mild/Moderate

The Education Specialist Mild/Moderate instructs students with Individualized Education Programs in an inclusive environment. The Education Specialist works closely with other Charter School, Special Education, and Aspire staff on a regular basis and may work with outside consultants and district personnel as needed.

Required knowledge, skills and abilities:

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Education Specialist Mild/Moderate
- 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

Minimum educational level:

- California education specialist credential (Mild/Moderate or moderate/severe) required
- Bachelor’s Degree required
- Master’s Degree preferred

Experience required:

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

Instructional Assistant

The Instructional Assistant supports teacher(s) in providing a high-quality, personalized education program for students. The Instructional Assistant works during the school day and/or the after school program. The ideal candidate for this position is a recent college graduate who has an interest in pursuing a career as an educator.

Required knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- Two years of college coursework completed
- Bachelor’s degree in Education, Teaching, or related field preferred

Experience required:

- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional trainings to become fluent in the Aspire education program, Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction and parent engagement and work with other team members examining student data.

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

Element 6 - Health and Safety Procedures

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

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

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

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

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Thereafter, an employee who has no identified risk factors or who tests negative for the tuberculosis infection shall be required to undergo the tuberculosis risk assessment and, if risk factors are identified, the examination, at least once each four years.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Epinephrine

The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Concussion/Head Injuries

The Charter School shall comply with the requirements of Education Code section 49475 regarding concussions and/or head injuries with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

Vision, Hearing, and Scoliosis

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

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as applicable to the Charter School pursuant to Education Code Section 35292.6.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Transportation Safety Plan

The Charter School shall adopt a Transportation Safety Plan in accordance with Education Code Section 39831.3.

Emergency Preparedness

The Charter School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. 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 school site may be used as a starting basis for updating the procedures for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and smoke free environment.

Asbestos

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

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or 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 Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

SUICIDE PREVENTION POLICY

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215.

Prevention of Human Trafficking

The Charter School has identified and implemented appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Element 7 - Means to Achieve Racial & Ethnic Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code § 47605(c)(5)(G).)lu

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, English Learner, and special education student population 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 diverse student population, reflective of the District. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, 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 including Spanish speaking outlets, 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 Charter School’s curriculum and program.
- Recruiting for all student populations, including academically low-achieving, economically disadvantaged students, English Language Learners and students with Special Needs

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. The Charter School 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School is committed to achieving a diverse student population, and the Charter School’s outreach and recruitment efforts described above will support this.

Element 8 - Admission Policies & Procedures

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

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more

applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. 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. Students who are eligible for free or reduced-price meals
5. Students currently enrolled in Clairmont Elementary
6. Students who reside in the attendance area of Clairmont Elementary
7. All other students in the State of California

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

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

1. Completion of an application for each child who is interested in attending the Charter School
2. Student applications will be accepted during a publicly advertised open enrollment 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 California Aspire Public Schools charter schools, including the Charter School, conduct their lotteries. The lottery will be public and will take place at the Charter School, during after-school hours in the month of March. Families do not need to attend the lottery in order to secure a spot.

Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint. SchoolMint is programmed with the admission preferences identified above. SchoolMint first fills spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference group is addressed in the same manner, before SchoolMint moves to fill spots with students eligible for the next preference. If there are more

students who qualify for a preference than there are spots available, a random drawing will be held among students who qualify for that preference, until all available spots are filled.

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

4. Regional Superintendent or designee will be in attendance at the lottery, which is open to the public.
5. SchoolMint automatically transfers the online student applications to the random lottery described above to a numbered priority list and waitlist, all of which are printed and displayed in real time. Although the Charter School Business Manager organizes and oversees the lottery, the Regional Director of Operations and the Regional 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, and full accounts of the process, procedures, and updates are reported to the Regional Superintendent.
6. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Business Manager by phone, email, text or mail within two days and asked to register within two weeks for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and the Charter School. All students who were not granted admission due to capacity shall also be contacted and receive their number on the waitlist. This wait list is maintained in SchoolMint where families can check their place in line and the list will also be posted in a public place at the Charter School. As openings become available, the Business Manager will offer admission to students in the order listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year.
7. Upon confirmation that a student has secured a spot at the Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the Registration Forms are submitted in a timely fashion. The Charter School's Business Manager will also help any parents who need assistance in completing the application and/or Registration Forms, and the Charter School will keep written records of the lottery forms, procedures, lists of students offered admission, and wait lists for a period of one year.

Planned Application, Public Random Drawing, and Admission Schedule

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

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 students who have been drawn in the public random drawing and their parents/guardians.

Element 9 - Annual Independent Financial Audits

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

The Chief Financial Officer is ultimately responsible for contracting and overseeing the independent audit. The independent audit shall comply with Education Code Sections 47605(c)(5)(I) and 47605(m), and is conducted annually by a certified public accountant selected by the Audit Committee of the Board from a list of auditors approved by the State Controller and included on the State Controller’s list of educational auditors. Annual audited financial statements shall be provided to the chartering authority, the State Controller, the County Superintendent of Schools, and the California Department of Education by December 15th of each year. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Aspire will resolve audit exceptions and deficiencies, if any, promptly and in a timely fashion. If any audit exception or deficiency is identified, the Accounting team will work with key stakeholders and charter school leaders to both communicate and establish an action plan to resolve the exception(s) and/or deficiency(ies). The action plan will typically be reviewed and approved by the Chief Financial Officer prior to the date the Audit Committee approves the audited financial statements. Any audit exceptions and/or deficiencies, together with the specific terms and timeline of the actions planned or taken to correct a problem where necessary, will be discussed and reviewed with the Audit Committee prior to the audited financial statements for the year being approved by December 15 of each year. All exceptions and/or deficiencies and the proposed remedies will be communicated to the District in a timely manner thereafter. For any audit exceptions and/or deficiencies, Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code requirements regarding responsibilities, reporting and timeline of audit exceptions identified by the 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.

Financial Statements

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

- Budget assumptions
- 3-year budget and cash flow

- 3-year budgeted Profit & Loss Statement

Aspire has been receiving funding pursuant to provisions of the 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 including prior year property tax revisions and parcel tax proceeds.

Element 10 - Suspension and Expulsion Procedures

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

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

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

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

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

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

(Ed. Code § 47605(c)(5)(J).)

School Climate and Student Discipline System

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

Research shows that a positive school climate increases student achievement, lowers student suspensions and expulsions and increases graduation rates. Aspire has put additional resources behind creating and improving these systems for its individual

schools and as an organization in an effort to create the conditions to set-up every one of the Charter School's students for success and position them to have access to higher education. This is in alignment to our model of College for Certain, which states every Aspire student will attend and graduate from a college and/or university.

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

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. The Charter School utilizes this framework to engage in explicit teaching of behavioral expectations and norms. Additionally, classroom strategies are utilized for building a positive climate and culture. Data is analyzed to determine where additional intervention and support might be needed, as well as when and where a re-teaching of behavioral norms is needed.

Multi-tier System of Supports ("MTSS"): MTSS is focused on a school-wide approach to identifying needs, implementing response strategies and monitoring impact. As part of an effective multi-tier system of supports that takes into account not just academic or behavioral needs, but also the impact of the environment on these needs. Below is our general guidelines for tiered supports that we offer Aspire charter schools:

Tier I: Universal supports are implemented broadly for all students with the intended purpose of ensuring a common context for the school community. Evidence based practices are identified for utilization based on needs of the school. Strategies and programmatic priorities are subject to change in response to the dynamic conditions of the Charter School as they present themselves. Programs and strategies are communicated and evaluated for efficacy based on results.

Tier II: Supplemental services are implemented for those students requiring additional levels of support. Students needing supplemental services are identified based on objective data points by a site team. Depending on the student needs, some of these supplemental services may include, but shall not be limited to, mentoring, skill building small groups, and support planning. Services are monitored for effectiveness in an iterative feedback cycle intended to refine, change or extinguish services. It is expected that only 10-15% of all students will require supplemental services.

Tier III: Some students may not achieve the goals established at the Tier II level. For those students Intensive interventions are implemented. Intensive interventions tend to be highly individualized and also tend to have greater monitoring strategies. It is expected that only 3-5% of students will require this level of support. The process of identifying these students is similar to the process at the Tier II level. Intensive supports may include,

but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, referrals for evaluation to examine if the student qualifies for a 504 or an IEP. 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 the Charter School 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. If appropriate, restorative practice strategies like circles and restorative conferences are initiated as an alternative to exclusionary discipline. Students are encouraged to participate in restorative practices as a means of preventing and addressing conflict or maladaptive behaviors.

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 as a means to reduce exclusionary disciplinary practices. Some examples of specific alternatives to suspension include:

- Parent Conference
- Personal Reflection
- Think Tank
- School and/or Community Service
- Adult-Student Building through planned activities
- Daily Behavior Reports
- Check-in, Check-out
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles, conferences and classroom presentations
- Community Building Circles

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

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

At regular intervals, as part of our MTSS structures, school staff evaluate a variety of data sources that provide insight to the state of effectiveness of strategies intended to create

a positive school community. Data is evaluated by several stakeholders with a variety of areas of expertise; this includes site administration, school counselors, mental health staff and the Regional Director of Student Services.

A variety of data sets (discipline, attendance, grade) are analyzed to identify effectiveness of current strategies/programs and emerging trends in need of addressing. Additionally, data may call out the need for additional professional development, areas for community partnerships or the emergence of regional trends.

In-School Suspension

The Charter School may utilize in school suspension as deemed appropriate. The Charter School can either identify a place in the central office area or utilize a “buddy classroom” setting for students to serve an on-campus suspension. The choice of which setting will be informed by the nature of the act that resulted in the on-campus suspension.

If a buddy classroom is used the student will be supervised by a classroom teacher. If the student serves the on-campus suspension in an office location, the student will be supervised by a site administrator.

The site administrator and classroom teacher of the student will work collaboratively to ensure that the student has all instructional materials, is provided academic support to complete assignments and has a point of contact to ask, and have questions answered.

On-campus suspension may be utilized in the same manner as home suspension in terms of number of days per incident as well as total aggregate days in a school year. Additionally, procedures and protections for students with disabilities (IEP/504) will apply as well.

Adjudication and communication procedures for home suspension shall be the same for in-school suspension.

In-school suspension shall not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

Grounds for Suspension and Expulsion

A student may be suspended for acts that are enumerated below and are related to attendance at school or a school activity that occur at any time, including any of the following:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or

- d. during, going to, or coming from a school sponsored activity.

Under certain circumstances students may be subject to discipline for acts committed outside of the above identified jurisdictional areas when there is a nexus between the identified conduct and the creation of a substantial disruption to school activities.

Suspension

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation.
2. Brandishing (e.g., display in a threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code.
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
 - a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise

furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.

5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. 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. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean
 - a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
- b. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
- c. Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above).
- d. Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
- e. Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
- f. An act of cyber sexual bullying.
- g. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- h. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- i. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
18. Robbery or extortion.
19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

Students in grades 4 or higher may be suspended for any of the following acts when it is determined the student:

1. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
3. Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or volunteers and/or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or pupils by creating an intimidating or hostile educational environment.
4. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

When the school site administrator identified as Principal, Assistant Principal or Dean of Students suspends a student for a period not to exceed five consecutive school days the administrator shall hold a conference with the student prior to the initiation of a suspension. At the conference the administrator shall explain the grounds for an accusation that cause the administrator to believe a suspension is in order. Additionally, the administrator will inform the student of evidence that supports the claim that a student shall be suspended and the student shall be afforded the opportunity to present their side of the story and rebut any claims made by the administrator. After hearing

from the student and considering the totality of all information and evidence, the administrator shall make a determination if the student committed a suspendable offence. If it is determined that the student did commit a suspendable offence, the administrator will suspend the student. Upon the determination that the student shall be suspended, the administrator shall contact the parent or guardian of the student and inform them of the relevant issues and of the suspension. The administrator shall also provide the parent with written documentation in English and their native language of the suspension.

Final determination whether to suspend will not be made without this conference except in an emergency situation which means the principal determines the situation constitutes a clear and present danger to the life, safety, or health of pupils or school personnel.

During the term of suspension, the Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Students will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

A copy of the suspension notice form is placed in the principal's private student files. Suspension notices shall not be placed in the student's cumulative file.

The maximum days of suspension per incident shall not exceed five days unless the suspension is extended pending the outcome of an expulsion process in accordance with the procedures outlined under the section for expulsion within this document.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion.

Expulsion

A student shall be recommended for expulsion if it is determined the student committed any of the following offenses;

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation.
2. Brandishing (e.g., display in a threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code.
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

A student may be recommended for expulsion if it is determined the student committed any of the following offenses;

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
 - a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.

8. 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. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean
 - a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.

- b. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
 - 1. Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above).
 - 2. Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
 - 3. Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
 - 4. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

18. Robbery or extortion.
19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

Students in grades 4 or higher may be suspended for any of the following acts when it is determined the student:

1. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
3. Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or volunteers and/or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or pupils by creating an intimidating or hostile educational environment.
4. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Findings Needed for Expulsion Under Discretionary Expulsion Offenses-

A decision to expel a student for Discretionary Expulsion Offenses requires a finding of fact that the student committed the alleged expellable act and a secondary finding that the student meets one, or both, of the following criteria;

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

Out-of-School Suspension Procedures

The school site administrator shall investigate incidents fully and objectively before determining whether or not an allegation or suspicion of inappropriate behavior merits disciplinary action. Investigations include, but are not limited to, confidential discussion held with any parties involved in, witnesses to or having knowledge of the incident, including the accused student. Investigations may also include the inspection of evidence such as video or audio recordings, cell phone information and items obtained through appropriate and legal searches. In an effort to provide a fair and thorough process, all APs and Deans are given a procedural process on all the steps necessary to investigate an incident. In cases that require more complex, additional support and guidance may be obtained by engaging in consultation with the Regional Director of Student Services.

The administrator, identified as Principal, Assistant Principal or Dean of Students, may suspend a student. Additionally, while it is highly discouraged, the Education Code permits teachers to suspend a student from their class for up to two days.

Except for instances where a suspension is being extended in conjunction with an expulsion process, a student shall only be suspended for a period not to exceed five consecutive school days per incident identified as an Ed Code violation. The total number of days for which a student may be suspended from school in any school year shall not exceed 20. Students having an Individualized Education Program (IEP) or 504 Plan are subject to the same discipline rules except that the cumulative days of suspension cannot exceed 10 without the IEP or 504 conducting a manifestation determination.

The CEO or designee may extend a student's suspension up to 30 total school days pending the outcome of an expulsion process. The process is concluded when the administrative panel declines to recommend a student for expulsion to the Aspire Board or Aspire Board makes a final determination regarding a recommendation for expulsion made by the administrative panel.

Expulsion Procedures

The school administrator, identified as Principal, Assistant Principal or Dean must recommend a student for expulsion for committing mandatory expulsion offenses. The school administrator may recommend a student for expulsion for committing discretionary offenses. If the student has special needs (IEP or 504), the Regional Director of SPED or Regional Director of Student Services shall be notified promptly as appropriate. The Regional Director of Student Services will be informed promptly of any recommendation for expulsion.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant

information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the 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 Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

When an administrator is going to make a recommendation for expulsion, the school administrator shall hold a conference with the student and parent or guardian within five days of the first day of suspension.. At the conference the administrator will inform the student and parent or guardian of the recommendation of expulsion and, in accordance with Ed. Code, of the extension of suspension. Extension of suspension notice will be provided along with making the required arrangements for the student to participate in Independent Study during the period before the expulsion hearing. All communication

with the student and parent/guardian, whether orally or in writing and whether via conference or hearing, shall be in both English and the family's native language.

The Charter School shall forward an expulsion packet to the Regional Director of Student Services within 10 school days of the offense. This packet includes the incident report, relevant evidence, sworn declaration witness statements, behavior reports, and history of behavior, academics, intervention and student supports or services along with all required notices. Upon receipt of the packet the Regional Director of Student Services will schedule a pre-expulsion conference with the student and parent or guardian to inform the family of the decision to recommend expulsion, the reason for this disciplinary action, and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate on their student's behalf. The pre-expulsion meeting notice will be provided. Expulsion hearing due process rights and procedures will be provided in writing and explained. Such due process rights include the right to be represented by counsel or other advocate, reasonable accommodations and/or language support, review all documents used at hearing, confront or question witnesses, applicable special rules for incidents involving sexual assault and/or battery, present evidence on behalf of the student, request a "public hearing" be held, and have the expulsion process completed within the timeline or be able to request postponement.

The Regional Director of Student Services shall provide the family with verbal and written notification of hearing at least 10 days in advance of the expulsion panel hearing. Verbal notice is served telephonically and written notice is sent via certified mailing. This notice shall detail the date, time and location of hearing. A copy of Aspire Administrative Regulations regarding expulsions is included in the notice.

A panel hearing is facilitated by the neutral and impartial Regional Director of Student Services as a hearing officer following a comprehensive written script. The hearing is confidential, unless done in a public format as requested by the student and family. The panel hearing is recorded by means of a digital recorder.

Aspire ensures a neutral and impartial decision making process through selection of panel members who have no prior contact with the student that is recommended for expulsion. At the beginning of the school year certificated administrators (principals, assistant principals or deans) are randomly assigned to predetermined hearing dates to serve as members of the Administrative Panel for the expulsion hearing. Prior to the panel hearing the Regional Director of Student Services will confirm that the members assigned do not have prior contact with the student. If it is determined there is cause to believe an administrator may not be neutral or impartial due to prior contact, that administrator shall be recused and an alternate administrator will be seated for the panel.

At the hearing, both the Charter School and family may present relevant evidence pertinent to the matter including testimony by witnesses. If the administrative panel

determines that the disclosure of either the identity of a 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, the testimony of that witness may be presented at the hearing in the form of a sworn declaration. If the hearing involves a charge of sexual assault or battery, any complaining witness is given 5 days' notice of their right to two adult support persons to be present at the hearing. Any alternative procedures needed to avoid the risk of serious psychological harm for such a witness will be used including videotaped deposition or sworn declaration. Additionally, any evidence of instances of a complaining witness' prior sexual conduct is presumed inadmissible at hearing.

At the hearing, representatives for the Charter School and the student are afforded the opportunity to question witnesses. Additionally members of the Administrative Panel may question witnesses and clarify any information provided prior to the adjournment of the hearing. At the hearing, the Regional Director of Student Services will inform the family of the date that the Board of Aspire Public Schools will take action on a recommendation that the panel will make. Once the hearing is adjourned the panel deliberates in a closed session. The Administrative Panel decision on whether to recommend expulsion must be supported by a preponderance of evidence presented that shows the student committed the offense and, with limited discretion expulsion hearings, evidence supporting a required second finding of fact.

The Administrative Panel has three possible recommended dispositions for a hearing; 1) recommend expulsion, 2) recommend expulsion with suspended enforcement or 3) for cases where the evidence does not support an expulsion recommendation (either full or suspended) the panel will make no recommendation and the student will be fully and immediately reinstated. The Administrative Panel completes the Official Decision RE: Recommendation for Expulsion including the recommended term of expulsion and rehabilitation plan if the decision is to recommend expulsion. If the decision is to not recommend expulsion the Regional Director of Student Services will notify the family of this decision and the school will promptly hold a re-entry conference with the family and student to facilitate an immediate return to school.

If the Administrative Panel makes a recommendation of expulsion (either full or suspended), the Regional Director of Student Services shall forward the recommendation in the form of the Official Decision RE: Recommendation for Expulsion as well as the Finding of Fact that outlines the details of the incident and all relevant information to the Board of Aspire Public Schools for their consideration at the next scheduled board meeting. The information sent to the Board is de-identified as to preserve student confidentiality and further protect against any possible bias in the consideration process. The Board deliberates the recommendation in closed session however the recommendation is voted on in public session. The Board reserves the right to accept, reject or alter the recommendation for expulsion made by the panel.

Within 3 school days of the board meeting, the Regional Director of Student Services will send a written notice to the family via certified mail. This notice will include a summary of the Board's decision, the required term of expulsion and rehabilitation plan needed to be completed prior to re-admission as well as a copy of the student's due process rights including the opportunity to appeal the decision to the county board of education. The Regional Director of Student Services also completes notification of charter school expulsion for the sponsoring district and ensures the District receives this along with the entire expulsion packet as required.

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

The function of a rehabilitation plan is to chart a course by which the student can learn and grow from previous choices. Rehabilitation plans should not be used as a means of being capricious or overly burdensome. At the Administrative Panel Hearing the panel develops a rehabilitation plan that is recommended to the board for their approval. The plans are developed with the needs of the student and family in mind and are infused with concepts of restorative justice. Rehabilitation plans may include, but are not limited to, the following;

- Apology Letters
- Community service
- Counseling
- Demonstration of appropriate conduct
- Demonstration of regular school attendance
- Demonstration of academic progress

As part of a Free and Appropriate Public Education, Aspire Public Schools can not require any aspects of rehabilitation plan that requires a student or family to incur a cost.

Six weeks prior to the conclusion of the term of expulsion the family may contact the Regional Director of Student Services to begin the readmission process. At the time of application for readmission evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. The Regional Director will prepare and submit a written report to the Board of Aspire Public School that relays the evidence of

completion as provided by the family for the Board to consider at their next regularly scheduled meeting.

The Board of Aspire Public Schools may approve or deny an application for readmission. If approved, the student is re-admitted and a re-entry conference with the Principal of the Charter School is scheduled to promote a smooth transition. If an application for readmission is denied, the Board reserves the right to set a new date that the student may again submit the application for readmission. The Regional Director of Student Services shall notify the student and family of the decision of the Board of Aspire Public Schools within three school days of the board meeting. This notification is made telephonically and in writing. Students denied readmission will utilize the same process for subsequent requests for readmission.

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

Element 11 - Employee Retirement System

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

All employees of Aspire Public Schools who qualify for membership in the State Teachers’ Retirement System (“STRS”) or the Public Employees’ Retirement System (“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). Employees not covered under STRS will also participate in social security.

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

Element 12 - Pupil School Attendance Alternatives

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

The Charter School is a “school of choice,” and no pupil shall be required to attend the Charter School.

Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local educational agency (or program of a local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13 - Rights of District Employees

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment by the 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.

Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. The Charter School may allow for the transfer of sick leave earned at the District or any other school district or school to the Charter School, subject to Charter School policy. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 - Mandatory Dispute Resolution

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

Disputes Between the Charter School and the District

The Charter School is committed to working with the District in a spirit of cooperation, and the Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. The staff and Governing Board members of the Charter School and of the District agree to attempt to resolve all disputes between the District and the Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter between the District and the Charter School, except any controversy or claim that is in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this element shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

To School, c/o School Director:
Aspire River Oaks Charter School
1801 Pyrenees Ave.
Stockton, CA 95210

To District Superintendent:
Lodi Unified School District

Attn: Charter School Division
1305 E Vine St.
Lodi, CA 95240

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days of the date the Written Response is received by the other party.

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

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law. The dispute resolution timelines and procedures may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

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

Element 15 - Charter School Closure Procedures

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

In the event that the Charter School closes, the following procedures, which are adapted from the procedures recommended by the California Department of Education (“CDE”), shall be utilized to ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

Documentation of Closure Action

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

Notification of Closure

The Charter School will promptly notify parents and students of the Charter School, the District, the County Office of Education, 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 Charter School will ensure that the notification to the parents and students of the Charter School 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 School.

The Charter School 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 it will provide to the entity responsible for closure-related activities.

Notification to Receiving Districts

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

Records Retention and Transfer

The Charter School will facilitate the timely transfer of student records to each student's district of residence 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 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 Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage. 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. The entity responsible for closure related activities is Aspire Public Schools.

The Charter School will provide the District 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 grievances. The Charter School must provide to the District and the designee a list of all active and inactive employees and their periods of service. Both the Charter School and the designee, individually and separately, shall inform the District immediately upon the transfer of Charter School's employee records to the designee. The Chief Operating Officer will serve as the Charter School's closure agent, unless the Board designates another individual.

Financial Close-Out

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 the Charter School. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The final audit will include an accounting of all the Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. The cost of the audit will be considered a liability of the Charter School.

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

Dissolution of Assets

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Aspire Public Schools. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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, the Charter School 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 with the closure of the Charter School, 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.

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

MISCELLANEOUS CHARTER PROVISIONS

Term of Charter Petition

Pursuant to Education Code Section 47607(a)(1), the Charter School requests a seven-year renewal charter term from July 1, 2021 to June 30, 2028.

Budgets and Financial Reporting

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” [Ed. Code Section 47605(h).]

Attached, as Appendix XVIII, please find the following documents:

- Budget narrative

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Administrative Services

“The manner in which administrative services of the charter school are to be provided.” (Ed. Code § 47605(h).)

Aspire has an experienced administrative staff that handles a variety of “back office” services, which include, but are not limited to, payroll, general accounting, human resources, technology support, accounts payable, and operations. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs for the Charter School. In the event that any administrative services are to be provided by the District, the specific terms and cost for these services will be agreed to in a Memorandum of Understanding between the Charter School and the District.

Potential Civil Liability Effects

“Potential civil liability effects, if any, upon the charter school and upon the school district.” (Ed. Code § 47605(h).)

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

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

Facilities

“The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” (Education Code Section 47605(h).)

Aspire River Oaks Charter School (ROCS), is located at 1801 Pyrenees Ave, Stockton CA 95210. It is an existing K-5 Charter school with 33,000 square feet of built area. The main building was constructed in 2003 and 2 modular classrooms were added in 2018. Modular classrooms are serviced by vertical packaged HVAC units and the main building is serviced by central plant for HVAC service. Campus has a dedicated playground.

Several facilities upgrades and repairs have been performed in the past 3 years, including; replacement of blower assemblies for overhead HVAC cassettes in the classrooms, replacement of gutters and leaders to improve rain water management, recommissioning of central plant for HVAC efficiency and LED lighting throughout the campus.

All systems, grounds and buildings are currently serviceable and are operational. Facilities will continue to be serviceable, functional and available, for the foreseeable future and shall operate in accordance with all legal compliance, health and safety, ADA, and applicable building codes.

APPENDIX

1. Summary of The Charter School Data
2. State Comparison Data
3. Sample of The Charter School Bell Schedule
4. Sample of The Charter School Academic Calendar
5. The Charter School's Assessment Calendar
6. Aspire Public Schools' English Language Master Plan
7. Aspire Public Schools' 504 Procedures
8. Proof of LEA SELPA Membership
9. Aspire Public Schools' Board of Directors Resumes
10. Aspire Public Schools' Proof of Tax-Exempt Status
11. Aspire Public Schools' Articles of Incorporation, Bylaws, and Conflict of Interest Code
12. Aspire Public Schools' Uniform Complaint Procedures
13. Aspire Public Schools' Discrimination and Harassment Policy
14. The Charter School's Principal Biography
15. Aspire Public Schools Student Learning Framework
16. The Charter School's Sample School Site Safety Plan
17. Aspire Public Schools' Evidence of Insurance
18. The Charter School's Financials
19. Aspire Public Schools' Executive Team Biographies
20. Aspire Public Schools' Fiscal Control Policies
21. The Charter Schools' Student Family Handbook
22. The Charter Schools' LCAP

Appendix I:
Summary of The Charter School Data

School	Subgroup	School Year	Metric	Aspire %	Authorizing District %	Aspire Subgroup N Size	Authorizing District N Size	Pt. Difference between Aspire school's % and authorizing district's
ROCS	School	16-17	Chronic Absenteeism	6.30%	12.70%	426	32,010	-6.40%
ROCS	Am. Indian	16-17	Enrollment	0.50%	0.50%	2	145	0.00%
ROCS	Asian	16-17	Enrollment	19.20%	17.20%	80	5284	2.00%
ROCS	Black	16-17	Enrollment	6.70%	6.90%	28	2140	-0.20%
ROCS	ELL	16-17	Enrollment	19.20%	24.30%	80	7480	-5.10%
ROCS	Filipino	16-17	Enrollment	3.10%	4.00%	13	1232	-0.90%
ROCS	Foster	16-17	Enrollment	0.70%	0.60%	3	199	0.10%
ROCS	Homeless	16-17	Enrollment	1.90%	0.30%	8	106	1.60%
ROCS	IFEP	16-17	Enrollment	0.50%	1.80%	2	569	-1.40%
ROCS	Latinx	16-17	Enrollment	45.60%	44.40%	190	13661	1.20%
ROCS	LTEL	16-17	Enrollment	0%	11.40%	0	1330	-11.40%
ROCS	Multi	16-17	Enrollment	5.80%	2.20%	24	692	3.50%
ROCS	Not Reported	16-17	Enrollment	0.50%	1.90%	2	587	-1.40%
ROCS	RFEP	16-17	Enrollment	11.80%	13.50%	49	4154	-1.70%
ROCS	School	16-17	Enrollment	100.00%	100.00%	417	30797	0.00%
ROCS	SED	16-17	Enrollment	56.60%	68.10%	236	20978	-11.50%
ROCS	SpEd	16-17	Enrollment	6.70%	12.40%	28	3829	-5.70%
ROCS	White	16-17	Enrollment	18.20%	22.20%	76	6829	-3.90%
ROCS	Pac Islander	16-17	Enrollment	0.50%	0.70%	2	227	-0.30%
ROCS	School	16-17	Suspensions	4.20%	5.10%	31	2715	-0.90%
ROCS	Am. Indian	16-17	SBAC ELA % ME	100.00%		*		
ROCS	Asian	16-17	SBAC ELA % ME	81.80%		44		
ROCS	Black	16-17	SBAC ELA % ME	22.20%	23.40%	*	1107	-1.20%
ROCS	Latinx	16-17	SBAC ELA % ME	40.50%	34.80%	84	6907	5.70%
ROCS	Multi	16-17	SBAC ELA % ME	91.70%		12		
ROCS	Pac Islander	16-17	SBAC ELA % ME	0%		*		
ROCS	School	16-17	SBAC ELA % ME	59.90%	42.30%	192	15216	17.60%
ROCS	SED	16-17	SBAC ELA % ME	56.40%		101		
ROCS	SpEd	16-17	SBAC ELA % ME	20.00%	12.30%	15	1966	7.70%
ROCS	White	16-17	SBAC ELA % ME	75.60%		41		
ROCS	Am. Indian	16-17	SBAC Math % ME	100.00%		*		
ROCS	Asian	16-17	SBAC Math % ME	70.50%		44		
ROCS	Black	16-17	SBAC Math % ME	33.30%	15.80%	*	1100	17.50%
ROCS	Latinx	16-17	SBAC Math % ME	50.00%	24.70%	84	6917	25.30%
ROCS	Multi	16-17	SBAC Math % ME	83.30%		12		
ROCS	Pac Islander	16-17	SBAC Math % ME	100.00%		*		
ROCS	School	16-17	SBAC Math % ME	61.50%	32.10%	192	15234	29.40%
ROCS	SED	16-17	SBAC Math % ME	54.50%		101		
ROCS	SpEd	16-17	SBAC Math % ME	13.30%	10.30%	15	1960	3.10%
ROCS	White	16-17	SBAC Math % ME	73.20%		41		
ROCS	ELL	16-17	SBAC ELA % ME	26.30%	7.10%	19	2875	19.20%
ROCS	ELL	16-17	SBAC Math % ME	45.00%	6.50%	20	2911	38.50%
ROCS	School	16-17	RFEP Rate	20.80%	11.40%	15	877	9.40%
ROCS	School	17-18	Chronic Absenteeism	7.00%	12.70%	430	32,696	-5.70%
ROCS	Am. Indian	17-18	Enrollment	0.70%	0.50%	3	147	0.20%
ROCS	Asian	17-18	Enrollment	23.20%	17.40%	99	5478	5.80%
ROCS	Black	17-18	Enrollment	6.80%	6.80%	29	2130	0.00%
ROCS	ELL	17-18	Enrollment	20.20%	21.30%	86	6673	-1.10%
ROCS	Filipino	17-18	Enrollment	2.10%	3.80%	9	1190	-1.70%
ROCS	Foster	17-18	Enrollment	0%	0.60%	0	195	-0.60%
ROCS	Homeless	17-18	Enrollment	1.40%	0.60%	6	188	0.80%
ROCS	IFEP	17-18	Enrollment	0.50%	1.80%	2	557	-1.30%
ROCS	Latinx	17-18	Enrollment	43.40%	45.00%	185	14126	-1.60%
ROCS	LTEL	17-18	Enrollment	0%	10.10%	0	1189	-10.10%
ROCS	Multi	17-18	Enrollment	7.30%	2.50%	31	792	4.80%
ROCS	Not Reported	17-18	Enrollment	0.90%	2.10%	4	671	-1.20%
ROCS	RFEP	17-18	Enrollment	16.00%	16.40%	68	5148	-0.40%
ROCS	School	17-18	Enrollment	100.00%	100.00%	426	31394	0.00%
ROCS	SED	17-18	Enrollment	66.20%	69.90%	282	21933	-3.70%
ROCS	SpEd	17-18	Enrollment	6.80%	12.70%	29	3989	-5.90%
ROCS	White	17-18	Enrollment	14.60%	21.20%	62	6642	-6.60%
ROCS	School	17-18	RFEP Rate	37.50%	20.00%	30	1496	17.50%
ROCS	Pac Islander	17-18	Enrollment	0.90%	0.70%	4	218	0.20%
ROCS	School	17-18	Suspensions	2.10%	4.60%	24	2420	-2.50%
ROCS	Asian	17-18	SBAC ELA % ME	66.70%		45		
ROCS	Black	17-18	SBAC ELA % ME	30.00%	24.30%	*	1036	5.70%
ROCS	Latinx	17-18	SBAC ELA % ME	49.40%	36.30%	81	7012	13.10%
ROCS	Multi	17-18	SBAC ELA % ME	73.70%		19		
ROCS	Pac Islander	17-18	SBAC ELA % ME	100.00%		*		
ROCS	School	17-18	SBAC ELA % ME	61.10%	43.10%	193	15183	18.00%
ROCS	SED	17-18	SBAC ELA % ME	59.50%		111		
ROCS	SpEd	17-18	SBAC ELA % ME	26.70%	12.20%	15	1917	14.50%
ROCS	White	17-18	SBAC ELA % ME	80.60%		36		
ROCS	Asian	17-18	SBAC Math % ME	86.70%		45		
ROCS	Black	17-18	SBAC Math % ME	50.00%	12.50%	*	1033	37.50%
ROCS	Latinx	17-18	SBAC Math % ME	50.60%	24.90%	81	7022	25.70%

ROCS	Multi	17-18	SBAC Math % ME	90.00%		20		
ROCS	Pac Islander	17-18	SBAC Math % ME	50.00%		*		
ROCS	School	17-18	SBAC Math % ME	69.10%	32.10%	194	15214	37.00%
ROCS	SED	17-18	SBAC Math % ME	65.20%		112		
ROCS	SpEd	17-18	SBAC Math % ME	26.70%	9.80%	15	1915	16.90%
ROCS	White	17-18	SBAC Math % ME	83.30%		36		
ROCS	ELL	17-18	SBAC ELA % ME	18.20%	7.60%	22	2689	10.60%
ROCS	ELL	17-18	SBAC Math % ME	36.40%	7.40%	22	2732	29.00%
ROCS	Am. Indian	18-19	Enrollment	0.70%	0.50%	3	145	0.20%
ROCS	Asian	18-19	Enrollment	24.90%	17.70%	113	5588	7.30%
ROCS	Black	18-19	Enrollment	5.30%	6.90%	24	2183	-1.60%
ROCS	ELL	18-19	Enrollment	15.70%	19.20%	71	6093	-3.60%
ROCS	Filipino	18-19	Enrollment	2.60%	3.70%	12	1185	-1.10%
ROCS	Foster	18-19	Enrollment	0%	0.60%	0	194	-0.60%
ROCS	Homeless	18-19	Enrollment	0.40%	0.60%	2	198	-0.20%
ROCS	IFEP	18-19	Enrollment	1.10%	1.90%	5	611	-0.80%
ROCS	Latinx	18-19	Enrollment	44.40%	44.90%	201	14221	-0.60%
ROCS	Multi	18-19	Enrollment	8.20%	2.80%	37	891	5.40%
ROCS	Not Reported	18-19	Enrollment	1.50%	2.40%	7	753	-0.80%
ROCS	RFEP	18-19	Enrollment	12.10%	17.60%	55	5563	-5.40%
ROCS	School	18-19	Enrollment	100.00%	100.00%	453	31654	0.00%
ROCS	SED	18-19	Enrollment	69.10%	67.50%	313	21370	1.60%
ROCS	SpEd	18-19	Enrollment	4.90%	13.00%	22	4110	-8.10%
ROCS	White	18-19	Enrollment	11.00%	20.50%	50	6483	-9.40%
ROCS	School	18-19	RFEP Rate	9.30%	16.40%	8	1094	-7.10%
ROCS	Pac Islander	18-19	Enrollment	1.30%	0.60%	6	205	0.70%
ROCS	Asian	18-19	SBAC ELA % ME	72.00%		50		
ROCS	Black	18-19	SBAC ELA % ME	40.00%	21.80%	*	1030	18.20%
ROCS	Latinx	18-19	SBAC ELA % ME	58.10%	37.80%	86	7064	20.40%
ROCS	Multi	18-19	SBAC ELA % ME	81.00%		21		
ROCS	Pac Islander	18-19	SBAC ELA % ME	100.00%		*		
ROCS	School	18-19	SBAC ELA % ME	67.20%	44.10%	189	15113	23.10%
ROCS	SED	18-19	SBAC ELA % ME	61.60%		125		
ROCS	SpEd	18-19	SBAC ELA % ME	36.40%	12.40%	11	1929	23.90%
ROCS	White	18-19	SBAC ELA % ME	90.00%		20		
ROCS	Asian	18-19	SBAC Math % ME	74.50%		47		
ROCS	Black	18-19	SBAC Math % ME	66.70%	11.80%	*	1024	54.80%
ROCS	Latinx	18-19	SBAC Math % ME	53.10%	25.80%	81	7070	27.30%
ROCS	Multi	18-19	SBAC Math % ME	76.20%		21		
ROCS	Pac Islander	18-19	SBAC Math % ME	50.00%		*		
ROCS	School	18-19	SBAC Math % ME	65.40%	32.70%	179	15120	32.70%
ROCS	SED	18-19	SBAC Math % ME	59.50%		116		
ROCS	SpEd	18-19	SBAC Math % ME	18.20%	9.80%	11	1923	8.40%
ROCS	White	18-19	SBAC Math % ME	84.20%		19		
ROCS	ELL	18-19	SBAC ELA % ME	33.30%	8.40%	12	2583	24.90%
ROCS	ELL	18-19	SBAC Math % ME	25.00%	7.80%	12	2618	17.20%
ROCS	School	19-20	RFEP Rate	23.90%				
ROCS	School	19-20	Average Daily Attendance	95.80%				
ROCS	School	19-20	Student Survey - I feel a sense of belonging at my school.	60.60%		203		
ROCS	School	19-20	Student Survey - I feel safe at this school.	63.60%		203		
ROCS	School	19-20	Parent Survey - I feel welcomed and connected to my child's school.	89.80%		177		
ROCS	School	19-20	Parent Survey - The school provides a safe environment for my child.	89.30%		178		
ROCS	School	19-20	Parent Survey Response Rate	51.50%		176		
ROCS	School	19-20	Teammate Survey - I have positive working relationships with my teammates at my site/department.	93.90%		33		
ROCS	School	19-20	Teammate Survey - I have positive working relationships with parents and families at my school.	100.00%		33		
ROCS	Black	19-20	Enrollment	4.40%	6.80%	19	2129	-2.40%
ROCS	Am. Indian	19-20	Enrollment	0.70%	0.40%	3	122	0.30%
ROCS	Asian	19-20	Enrollment	27.50%	17.70%	118	5570	9.80%
ROCS	Filipino	19-20	Enrollment	1.90%	3.60%	8	1120	-1.70%

ROCS	Latinx	19-20	Enrollment	45.50%	45.70%	195	14357	-0.30%
ROCS	Pac Islander	19-20	Enrollment	1.60%	0.70%	7	209	1.00%
ROCS	White	19-20	Enrollment	9.60%	19.80%	41	6211	-10.20%
ROCS	Multi	19-20	Enrollment	7.50%	3.00%	32	929	4.50%
ROCS	Not Reported	19-20	Enrollment	1.40%	2.40%	6	753	-1.00%
ROCS	School	19-20	Enrollment	100.00%	100.00%	429	31400	0.00%
ROCS	ELL	19-20	Enrollment	18.40%	18.80%	79	5909	-0.40%
ROCS	Foster	19-20	Enrollment	0%	0.60%	0	183	-0.60%
ROCS	Homeless	19-20	Enrollment	0.20%	0.60%	1	187	-0.40%
ROCS	Migrant	19-20	Enrollment	0%	1.10%	0	353	-1.10%
ROCS	SED	19-20	Enrollment	73.40%	67.60%	315	21240	5.80%
ROCS	IFEP	19-20	Enrollment	5.40%	2.10%	23	671	3.20%
ROCS	RFEP	19-20	Enrollment	13.30%	17.30%	57	5447	-4.10%
ROCS	LTEL	19-20	Enrollment	0%	0.00%	0	0	0.00%
ROCS	Black	18-19	Chronic Absenteeism	8.00%		26		
ROCS	Asian	18-19	Chronic Absenteeism	7.10%		113		
ROCS	Filipino	18-19	Chronic Absenteeism	8.30%		12		
ROCS	Latinx	18-19	Chronic Absenteeism	7.30%		215		
ROCS	Multi	18-19	Chronic Absenteeism	20.50%		39		
ROCS	White	18-19	Chronic Absenteeism	11.80%		51		
ROCS	ELL	18-19	Chronic Absenteeism	10.40%		97		
ROCS	SPED	18-19	Chronic Absenteeism	8.30%		36		
ROCS	SED	18-19	Chronic Absenteeism	10.70%		328		
ROCS	School	18-19	Chronic Absenteeism	9.30%	12.60%	472	33434	-330.00%
ROCS	Black	18-19	Suspensions	3.80%		26		
ROCS	Asian	18-19	Suspensions	1.80%		113		
ROCS	Filipino	18-19	Suspensions	0		12		
ROCS	Latinx	18-19	Suspensions	1.40%		5		
ROCS	Multi	18-19	Suspensions	2.60%		1		
ROCS	White	18-19	Suspensions	5.90%		5		
ROCS	SPED	18-19	Suspensions	5.60%		2		
ROCS	ELL	18-19	Suspensions	0		0		
ROCS	SEL	18-19	Suspensions	2.70%		17		
ROCS	School	18-19	Suspensions	2.30%		19		
ROCS	SpEd	19-20	Enrollment	8.20%	13.20%	35	4148	

Appendix II: State Comparison Data

School Name	Student Group	# of Students DFS- Math	DFS- Math	# of Students DFS- ELA	DFS- ELA
State of California	AA	168923	-87.9	169707	-47.6
State of California	AI	15764	-69.6	15839	-34.1
State of California	ALL	3183085	-33.5	3189965	-2.5
State of California	AS	294529	59.8	294675	64.8
State of California	CAA	32059	-37.2	33208	-15.8
State of California	EL	967152	-68.6	968077	-45.1
State of California	ELO	502095	-106.7	502424	-90.6
State of California	EO	1813063	-22.7	1818185	9.4
State of California	FI	76613	18	76708	46.7
State of California	FOS	19533	-107.2	19677	-71.9
State of California	HI	1753113	-62.2	1756499	-26.6
State of California	HOM	119179	-77.7	119476	-46.7
State of California	MR	118913	2.5	119265	30.3
State of California	PI	14496	-49.8	14562	-19.5
State of California	RFP	465057	-27.3	465653	4
State of California	SBA	3151026	-33.5	3156757	-2.3
State of California	SED	1996881	-63.7	2001589	-30.1
State of California	SWD	417191	-119.4	420092	-88.1
State of California	WH	716268	1.4	718005	30.7
George Lincoln Mosher	AA	15	-60.8	15	-52.3
George Lincoln Mosher	ALL	258	-23.1	257	-9.1
George Lincoln Mosher	AS	138	-7.2	139	5.3
George Lincoln Mosher	CAA	7		8	
George Lincoln Mosher	EL	95	-14.4	92	1.9
George Lincoln Mosher	ELO	31	-66.4	28	-55.6
George Lincoln Mosher	EO	159	-29.8	160	-17.9
George Lincoln Mosher	FI	17	26.3	17	35.7
George Lincoln Mosher	HI	67	-62.3	64	-37.4
George Lincoln Mosher	MR	10		11	-19.8
George Lincoln Mosher	PI	1		1	
George Lincoln Mosher	RFP	64	10.8	64	26.4
George Lincoln Mosher	SBA	251	-22.9	249	-9.6
George Lincoln Mosher	SED	181	-36.3	180	-17.5
George Lincoln Mosher	SWD	30	-78.7	31	-56.1
George Lincoln Mosher	WH	7		7	
Clairmont Elementary	AA	31	-90.5	31	-76.7
Clairmont Elementary	ALL	234	-50.6	235	-34.5
Clairmont Elementary	AS	104	-31	104	-15.7
Clairmont Elementary	EL	104	-54.9	105	-39.8
Clairmont Elementary	ELO	65	-85.9	66	-81.7
Clairmont Elementary	EO	126	-48.9	126	-32.8
Clairmont Elementary	FI	3		3	
Clairmont Elementary	FOS	1		1	
Clairmont Elementary	HI	83	-59.1	84	-44.7
Clairmont Elementary	HOM	4		4	
Clairmont Elementary	MR	1		1	
Clairmont Elementary	PI	1		1	
Clairmont Elementary	RFP	39	-3.2	39	31.3
Clairmont Elementary	SBA	234	-50.6	235	-34.5
Clairmont Elementary	SED	227	-50.9	228	-35.8
Clairmont Elementary	SWD	40	-125.6	41	-120.1
Clairmont Elementary	WH	7		7	
Westwood Elementary	AA	27	-109.8	27	-75.1
Westwood Elementary	AI	2		2	
Westwood Elementary	ALL	272	-70.6	272	-46.4
Westwood Elementary	AS	92	-38.5	92	-18.8
Westwood Elementary	CAA	1		1	
Westwood Elementary	EL	112	-67.9	112	-56.1
Westwood Elementary	ELO	66	-109.2	66	-104.3
Westwood Elementary	EO	156	-73.9	156	-41.7
Westwood Elementary	FI	14	-37.4	14	-5.8
Westwood Elementary	FOS	1		1	

Westwood Elementary	HI	110	-86.5	110	-64.9
Westwood Elementary	HOM	1		1	
Westwood Elementary	MR	11	-99.6	11	-47.7
Westwood Elementary	PI	3		3	
Westwood Elementary	RFP	46	-8.6	46	13.1
Westwood Elementary	SBA	271	-70.6	271	-46.3
Westwood Elementary	SED	252	-76	252	-49.8
Westwood Elementary	SWD	44	-147.1	44	-119.4
Westwood Elementary	WH	8		8	
Aspire River Oaks Charter	AA	9		9	
Aspire River Oaks Charter	ALL	186	22.9	186	22.6
Aspire River Oaks Charter	AS	50	36.6	50	33
Aspire River Oaks Charter	CAA	1		1	
Aspire River Oaks Charter	EL	69	15.3	69	17.5
Aspire River Oaks Charter	ELO	11	-62.4	11	-53.1
Aspire River Oaks Charter	EO	115	26.5	115	24.5
Aspire River Oaks Charter	FI	5		5	
Aspire River Oaks Charter	HI	85	-3.3	85	3.2
Aspire River Oaks Charter	HOM	1		1	
Aspire River Oaks Charter	MR	15	54.1	15	54.8
Aspire River Oaks Charter	PI	2		2	
Aspire River Oaks Charter	RFP	58	30	58	30.9
Aspire River Oaks Charter	SBA	185	23	185	22.4
Aspire River Oaks Charter	SED	126	13.4	126	14.7
Aspire River Oaks Charter	SWD	12	-61.1	12	-42.5
Aspire River Oaks Charter	WH	20	63.5	20	62.6

Appendix III:
Sample of the Charter School Bell Schedule

River Oaks Charter School
Daily Bell Schedule
2020-2021



M, T, Th, F

7:40-8:00	Breakfast in Cafeteria
7:50	Playground Opens
8:02	5 minute whistle blows
8:07	Morning whistle blows/Call to College
8:10	Classroom instruction begins (note: students are marked tardy at 8:11 a.m.)
10:00-10:15	K/1 Recess
10:15-10:30	2/3 Recess
10:35-10:50	4/5 Recess
11:10-11:55	K/1 Lunch
	➤ Recess 11:10 – 11:30
	➤ Lunch 11:35 – 11:55
11:40-12:25	2/3 Lunch
	➤ Recess 11:40 – 12:00
	➤ Lunch 12:05 – 12:25
12:10-12:55	4/5 Lunch
	➤ Recess 12:10 – 12:30
	➤ Lunch 12:30 – 12:55
1:10	Kindergarten dismissal until 9/4/20
2:00-2:15	K/1 Afternoon Recess
3:00	Kindergarten dismissal effective 9/8/19
3:10	1 st -5 th Grade School Ends

Wednesday

7:40-8:00	Breakfast in Cafeteria
7:50	Playground Opens
8:02	5 minute whistle blows
8:07	Morning whistle blows/Call to College
8:10	Classroom instruction begins (note: students are marked tardy at 8:11 a.m.)
10:00-10:15	K/1 Recess
10:15-10:30	2/3 Recess
10:35-10:50	4/5 Recess
11:00-11:45	K/1 Lunch
	➤ Recess 11:00 – 11:20
	➤ Lunch 11:25 – 11:45
11:25-12:10	2/3 Lunch
	➤ Recess 11:25 – 11:45
	➤ Lunch 11:50 – 12:10
12:15-12:40	4/5 Lunch
12:40	School Ends

TK Daily Bell Schedule 2020-2021

M, T, Th, F

7:40-8:00	Breakfast in Cafeteria Available
7:45-8:30	Soft Opening to the Day
8:30-9:45	Morning Routines & ELA/Math
9:45-10:00	Snack and Recess
10:00-11:10	ELA/Math
11:10-11:55	Lunch and Recess
11:55- 12:25	Finish ELA/Math & Exploration Time
12:25-12:45	Story Time
12:45-1:00	Pack Up/End of Day Routines
1:00	Dismissal

Wednesday

7:40-8:00	Breakfast in Cafeteria Available
7:45-8:30	Soft Opening to the Day
8:30-9:45	Morning Routines & Outdoor Exploration
9:45-10:00	Snack and Recess
10:00-11:00	ELA/Math
11:00-11:45	Lunch and Recess
11:45- 12:25	Exploration Time
12:25-12:40	Pack Up/End of Day Routines
12:40	Dismissal

Specialty Class Monday 10:30-11:10-Literacy at the Library
Thursday 10:30-11:10-VAPA

Appendix IV:
Sample of the Charter School Academic Calendar



Aspire River Oaks Charter School
20- 2021 School Calendar

* Our calendar is subject change

FINAL 6/2/20

July 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January						
1: Winter Break						
4: PD Days- No Students						
18: MLK Day						
11-15: SLC Early Release						
18 Instructional Days						
8 Minimum Days						

February						
15: Presidents Day						
19 Instructional Days						
4 Minimum Days						

March						
15-26 Spring Break						
22-23: PD Day Non-Student						
31: End of 3rd Quarter						
16 Instructional Days						
4 Minimum Days						

April						
9-12: Fall Break						
16: End of 1st Quarter						
10th: Saturday School						
22 Instructional Days						
4 Minimum Days						

May						
11: Veteran's Day						
23-27: Thanksgiving Break						
20 Instructional Days						
4 Minimum Days						

June						
2: ROPES ceremony						
4: Last day of school						
4: End of 2nd Semester/4th Quarter						
4 Instructional Days						
2 Minimum Days						

	Instructional Days	Min. Days	TK Min. Days	Kinder Min. Days
July	0	0	0	0
August	16	3	3	16
Septemb	20	9	9	11
October	20	4	4	4
Novemb	15	2	2	2
Decemb	14	4	4	4
January	18	8	8	8
February	19	4	4	4
March	16	4	4	4
April	22	4	4	4
May	20	4	4	4
June	4	2	2	2
	184	48	48	63
4/10/2	1 Saturday School			
	10 SLCs			

Total of Instructional days- 184

Instructional Days	184
Saturday School Days	1
Total Days	185

Common Days Off	
CV Regional PD Days	

Appendix V:
The Charter School's Assessment Calendar

Aspire CENTRAL VALLEY Assessment Calendar 2020-2021

		Semester 1																						
		CV-1	2	3	4	5	6	7	8	Fall Break	9*	10	11	12	13	14	Tha. Break	15	16	17	Winter Break			
		7/27 - 7/31	8/3 - 8/7	8/10 - 8/14	8/17 - 8/21	8/24 - 8/28	8/31 - 9/4	9/7 - 9/11	9/14 - 9/18	9/21 - 9/25	9/28 - 10/2	10/5 - 10/9	10/12 - 10/16	10/19 - 10/23	10/26 - 11/6	11/2 - 11/13	11/16 - 11/20	11/23 - 11/27	11/30 - 12/4	12/7 - 12/11	12/14 - 12/18	12/21 - 12/25	12/28 - 1/1	
iReady Diagnostic Math (K-12) & ELA (1-12)					iReady Beginning of Year Diagnostic Math & ELA 8/24 - 10/2														iReady Mid-Year Diagnostic Math & ELA 11/16 - 12/11					
STAR Grades 2-12								STAR (Optional) 9/7 - 10/2											STAR (Required) 11/16 - 12/11					
DIBELS Grades K-2								DIBELS (Modified) 9/7 - 10/2																
Math Benchmarks TK-2								TK-2 Math Benchmarks (Optional) 9/7 - 10/2													TK-2 Math Benchmarks (Required) 11/16 - 12/11			
ELPAC Grades TK-12		Initial ELPAC BOY Window 9/7 - 10/31													(continue testing new, qualifying students throughout the year)									
Diagnostic Math IABs (Optional) 3-12				Diagnostic Math IABs (Optional) 8/24 - 12/11										(administer as needed)										
Math Interims (Optional) Grades 3-10																					CP Math Interim (Optional) 11/16 - 12/11			
ELA Interims (Optional) Grades 3-11																					CP ELA Benchmark (Optional) 11/16 - 12/11			
CAA Science Grades 5, 8, 12								CAA Science (5, 8, 12) 9/14 - 6/11																
Math Diagnostic IABs (Optional) Grades 3-11												Math Diagnostic IABs (Optional) Grades 3-8, 11												
ACT												ACT 10/20 date - all regions												
11 required in fall & spring												Practice ACT 10/5 - 10/23												
12 optional in fall only																								
Practice ACT																								
10 required in fall & spring																								
9 optional fall/required spring																								

		Semester 2																								
		CV-18	19*	20	21	22	23	24	25	26	27	CV Break	28*	29	30	31	32	33	34	35	36	37*				
		1/4 - 1/8	1/11 - 1/15	1/18 - 1/22	1/25 - 1/29	2/1 - 2/5	2/8 - 2/12	2/15 - 2/19	2/22 - 2/26	3/1 - 3/5	3/8 - 3/12	3/15 - 3/19	3/22 - 3/26	4/2 - 4/9	4/12 - 4/16	4/19 - 4/23	4/26 - 4/30	5/3 - 5/7	5/10 - 5/14	5/17 - 5/21	5/24 - 5/28	5/31 - 6/4	6/7 - 6/11			
iReady Diagnostic Math & ELA																							iReady End of Year STAR (Required)			
STAR (Optional)																							TK-2 Math Benchmarks (Required) 5/17 - 6/4			
DIBELS								DIBELS (Modified)																		
Math Benchmarks (Optional) TK-2								TK-2 Math Benchmarks (Optional) 2/15 - 3/5															TK-2 Math Benchmarks (Required) 5/17 - 6/4			
ELPAC Grades TK-12		continue Initial ELPAC...						Summative ELPAC window 2/1 - 4/2									continue testing both Initial and Summative ELPAC as necessary									
Math Interims (Optional) Grades 3-8, 11								Math IAB (Optional) 2/15 - 3/5																		
ELA Interims (Optional) Grades 3-8, 11								ELA IAB (Optional) 2/15 - 3/5																		
SBAC/CAA/CAST Grades 3-8, 11																						SBAC/CAA (3-8, 11) CAST (5, 8, 12) 4/19 - 6/11				
CAST: Grades 5,8,12																										
CAA Science Grades 5, 8, 12		CAA Science (5, 8, 12)																								
ACT														ACT Date: 3/30 (CV Only) Makeup: 4/13 (BA, CV, LA)												
Grade 11 required													Practice ACT G9 & G10 required 3/29 - 4/16													
Practice ACT Grades 9,10 required													Physical Fitness Test 3/15 - 6/11													
PFT Grades 5, 7, 9													Physical Fitness Test 3/15 - 6/11													
AP High School (managed by sites, not HO)																						Advanced Placement (HS) 5/3 - 5/14				

- Optional Aspire Assessment
- Required CV Assessment
- Required Aspire Assessment
- Required State Assessment
- * Quarter end dates
- Fall/Winter/Spring Breaks

[20-21 Aspire Master Calendar](#)
[19-20 School Voting](#)

Appendix VI:
Aspire Public Schools' English Language Master Plan



Aspire Public Schools

English Learner Master Plan

School year 2020-2021



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EL Master Plan Introduction

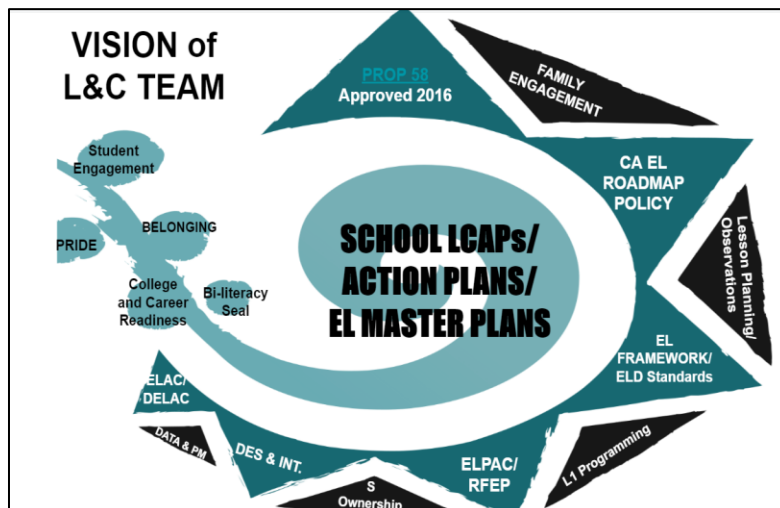
Now in its 20th year, Aspire Public Schools serves 17,000 students in 38 schools across California. As we look ahead over the next five years, we are on a trajectory to expand our reach to serve 20,000 students by 2022.

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 other forward-thinking educators; and catalyze change in public schools. Our Vision is that every is student prepared to earn a college degree



Creation and Revision of the EL Master Plan

This EL Master Plan describes the guidelines and policies for schools, parents, teachers, and administrators to a) maintain compliance with Federal and state laws and b) execute internal policies and practices put in place by Aspire Public Schools. Upon schools having an aligned foundation grounded in research and rigorous instructional pedagogy it is then the intention for this document to amplify opportunities for schools to personalize their programs to fit their individual schools’ context, culture, and most importantly the needs of their students. Ultimately, the key purpose is to ensure that ELs have access to rigorous, standards-based curriculum and that our programs are also effectively working to accelerate students’ English proficiency to support success in college and beyond.



17-18: This Master Plan was originally created in collaboration with various stakeholders across our California network, including teachers, office staff, leaders and regional and central office administration. Over the course of the 17-18 school year, we met regularly to revisit the last iteration of the EL Master Plan and add and delete sections based on updated policies and identified gaps and challenges.

Our continued dialogues led to the initial draft of the EL Master Plan, which was shared with the school administrators, executive directors, and the board of directors.

20-21: During the 19-20 school year, a new role (Director of Language and Culture) was created to lead and support the vision and programmatic quality for our multi language learners. Within the 19-20 school year the Director of Language conducted an organization-wide needs assessment by visiting and meeting with each of the 36 Aspire schools twice. As a result of the first set of school visits, a series of PDs were designed to support school leaders as well as to elevate the work involving our multi language learners. The second round of visits also included one on one time with school leaders to reflect and determine next steps for their individual sites.

The edits made within this EL Master plan during the 19-20 school year were led by Director of Language and Culture, State and Federal Education Compliance Associate Program Manager, and our Central Valley regional Senior ELD Content specialist. The content emphasis will be to encompass the normed practices and common language expected to be socialized and implemented across our 36 school sites.

This Master Plan reflects our broader equity vision. At Aspire we assert the following equity beliefs:

- Understand the significant difference between equity and equality. Every student deserves to receive what he/she needs to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
- Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.
- Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.
- Engage families as partners in meaningful ways in our work.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.

We believe that language is the vehicle for understanding academic content and essential for all students to meet their highest potential. Access to language and literature widens perspectives,

illuminates the human experience, and deepens understandings of self and others (Framework, 2015). Language proficiency enables our students to prepare for college and career goals. However, we recognize that ELs bear the additional curricular burden of learning language and content and require additional support in both explicit language instruction and content.

Aspire is committed to ensuring academic success in college and life for our EL population by utilizing evidence-based instructional methods and placing a high value on the knowledge and contributions of our EL students.

Our commitments. In service of this commitment, Aspire pairs high quality instruction using Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in the general education classroom with EL-specific methodology, provided in both a designated and integrated model. Using robust data systems for teachers, coaches, administrators and Aspire Home Office staff to monitor academic progress of our ELs throughout the school year and after they have reached reclassification. We utilize interim assessments, curriculum-based assessment and walkthroughs to adjust and refine instruction. We respond to our progress monitoring with professional development for administrators, teachers and instructional assistants to help all school staff support the learning of ELs in our schools.

In accordance with the California ELA/ELD Framework (2015), we believe that by the time a student who is EL has graduated from Aspire, they will have:

- developed the readiness for college, careers, and civic life;
- attained the capacities of literate individuals;
- become broadly literate;
- acquired the skills for living and learning in the 21st century

We know that ELs come to our Aspire schools from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences and formal schooling. As educators, we must always approach keeping in mind that language develops alongside a student's cognitive development (Framework, 2015). Thus, when older students matriculate we acknowledge that these students bring funds of knowledge in their native language, have attained a level of native language literacy, knowledge of oral vocabulary, language structures that inform the learning of English.

We believe that biliteracy is an asset that deserves frequent appreciation in order to promote student competence and confidence. We believe that our ELs deserve an educational environment that honors the asset of biliteracy, utilizes data to inform the instructional program, promote student awareness and affirms home languages.

We want our ELs to experience rigorous curriculum while accessing appropriate linguistic supports, including access to projects, field trip, service activities to the extent of their general education peers. In addition, activities in their native language can also enhance feelings of inclusion and competence in the educational setting.

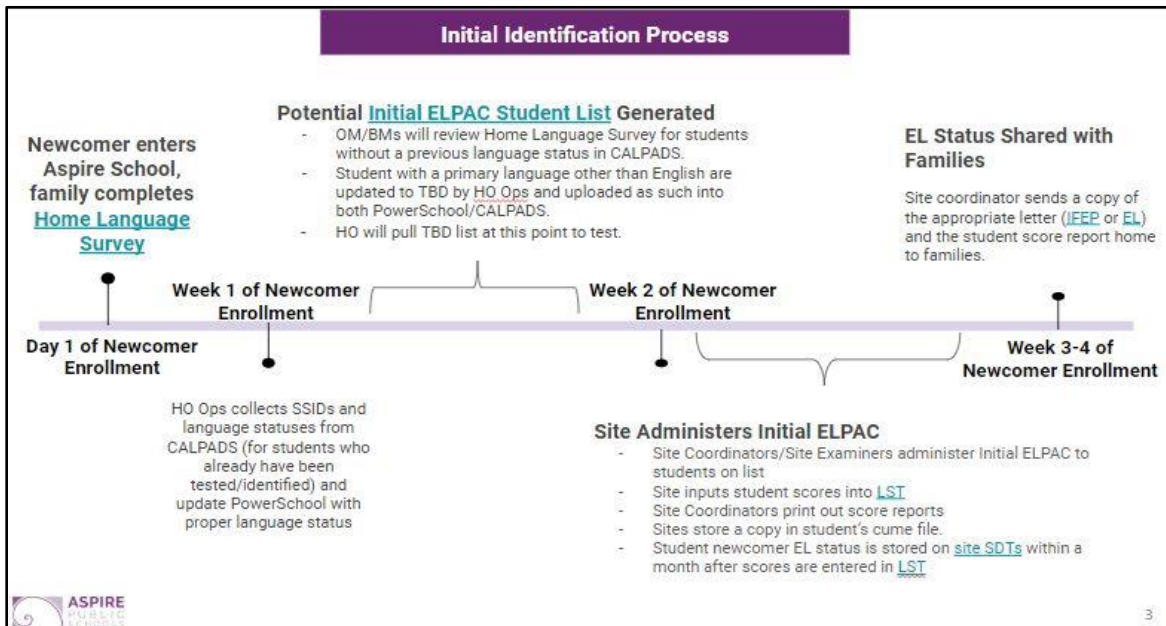
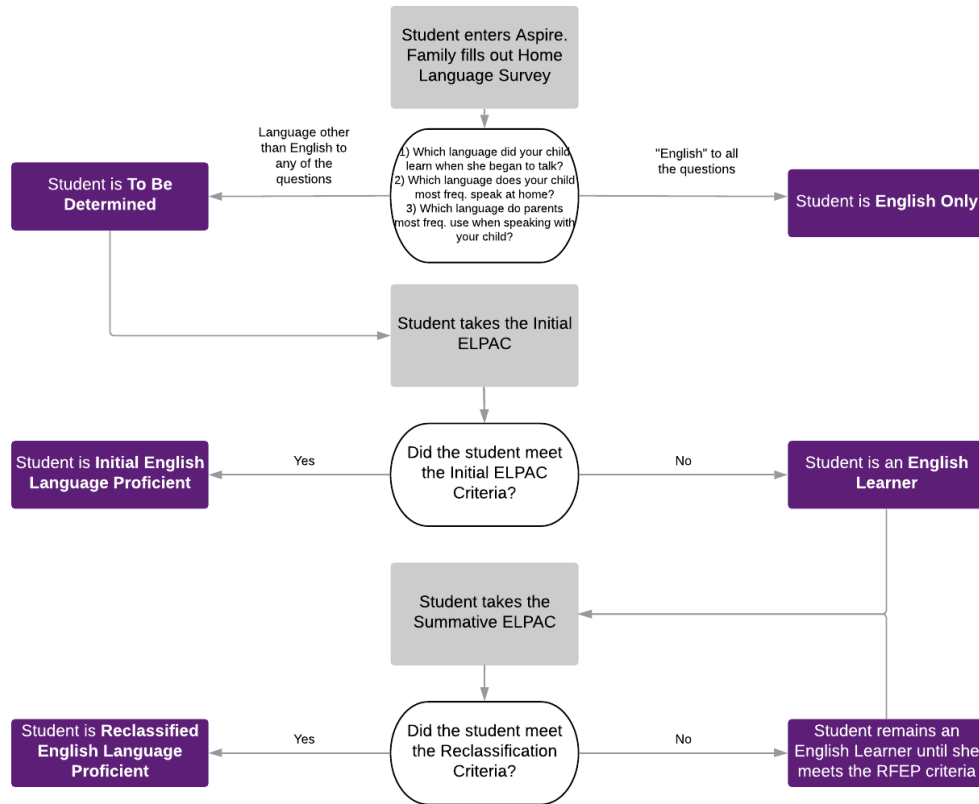
This master plan, an embodiment of our equity beliefs, outlines the required legal processes for assessment, designation, academic programming and reclassification of our scholars learning English.



Chapter 1: EL Identification, Program Placement, and Reclassification



Initial Identification Process Overview



Home Language Survey

The School administers the home language survey (HLS) upon a student's initial enrollment into the School. The HLS is embedded within Aspire enrollment forms.

The HLS consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?
5. Which language would you prefer for information sent from the school to home?
6. Date student first enrolled in a K-12 United States school: ___/___/___

The school site will use the results of the HLS to determine the following as follows:

- English Only (EO) if the answers all of the four questions on the HLS are "English." The student will be categorized as English Only.
or
- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the Initial ELPAC. Until language classification is determined, "TBD" will be entered into the student's profile in Powerschool.

Parents hold the right to amend their response to the HLS at any time. However, if the student has already been administered the Initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the school must honor the changes made.

Transfers

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlines below. Regardless of the sending school, all updates to student information must be entered into Powerschool by the school staff. "TBD" will be used in Powerschool until accurate information is obtained by the school, as outlined below. Regardless of the sending school, all students will be looked up in the State longitudinal data system called CALPADS before assessing the student with the Initial ELPAC.

Transfers from other California public school districts. Student records, including the cumulative file, will be requested by the receiving Aspire school upon enrollment. Upon receipt of records, the receiving Aspire school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, IFEP, EL, RFEP). Student information will be cross-referenced with CALPADS. School staff will meet with the parent to discuss program placement.

Transfers from private schools. Student records will be requested by the receiving Aspire school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Student will be placed in the grade level assigned with the student age, and/or based on student transcripts. School staff will look up the student in CALPADS to verify if the student was enrolled in a public school setting at any time.

Transfers from out-of-country schools and out-of-state schools. Students enrolling at an Aspire school from outside of California or outside of the country will go through the initial identification and assessment process. Student will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

Assessment - Initial ELPAC

State and Federal regulations require that if a student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed so that the school team can address the linguistic needs of the student within 30 days of student enrollment.

To ensure accuracy, it is imperative that all student records are verified in CALPADS prior to test administration so that students are not mis-identified. If CALPADS indicates that the student has already received the CELDT or Initial ELPAC, the student should not be re-tested unless the school site identifies a reason to do so.

The Initial ELPAC assessment will occur within 30 calendar days at the beginning of the school year or within 2 weeks of the student's enrollment if the student enrolls mid-year.

- Students are given the Initial ELPAC within 30 days of initial enrollment¹
- The initial ELPAC is locally scored by the school site
- Based on the student's overall performance on the initial ELPAC, they may be classified as
 - An English Learner (EL) and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP).
 - Initially Fluent English Proficient (IFEP)

Parents are notified using the initial parent notification letter (see Appendix) when the student's scores and classification are determined by the site, within 30 days of enrollment (20 United States Code (U.S.C.) Section 6312).

Parental Notification of Initial Assessment Results and Program Placement

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

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

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

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

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria (See Appendix A). Parents are advised to contact the school if they should need additional information. For a list and description of all EL parent letters, visit the directory of [English Learner Communication Letters](#).

English Learner Placement

Support for English Learners varies as much as the individual student. English learners’ needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings unique strength to meet those needs. By having a common understanding of students’ needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child.

The tenets of the Aspire ELD program include these guiding principles:²

- The priority for instruction is language learning and exploration.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level. Data includes: Star Ren, DRA, SBAC, ELPAC, Eureka Math module assessments, Interim assessments, EL Achieve end-of-unit assessments, writing samples, oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

Students are placed in the appropriate English Language Development (ELD) program based on assessment data from ELPAC, SBAC and Aspire-wide assessments. Student placement can

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

change throughout the course of the school year based on progress monitoring or by parental waiver.

Aspire schools provide a general education English instructional placement for all ELs, taught by staff with the appropriate authorization to each ELs.

3

Parent Confirmation of Program Placement

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

Parental Exception Waivers

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

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

Assessment - Summative ELPAC

Once a student is identified as English Learner, the Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

The Summative ELPAC will be used to annually assess EL students' progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.⁴ The Appendix includes descriptions for each ELPAC level and Framework Level.

³ Improving Education for English Learners: Research-based Approaches (CDE, 2010)

⁴ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

EMERGING	EXPANDING	BRIDGING	
Level 1	Level 2	Level 3	Level 4

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge. ⁵

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level. However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

Redesignation Procedures & Reclassification (Exit) Criteria

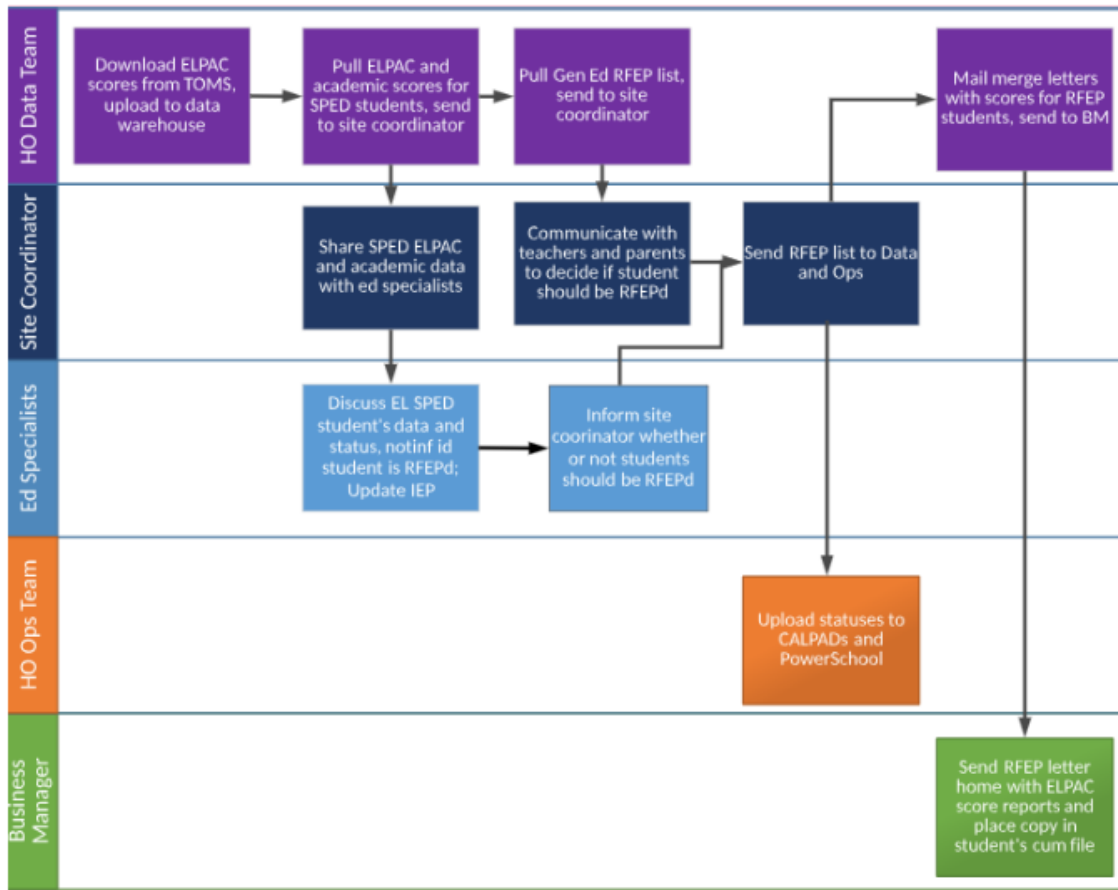
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following

⁵ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

<u>State Criteria</u>	<u>Aspire RFEP Policy</u>
Assessment of English Language Proficiency	Using ELPAC: 1. Overall score of Level 4 on Summative ELPAC
Teacher Evaluation	Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent agrees that student should be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	Scored at or above on <u>one</u> of the following academic indicators 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Below Grade Level on STAR Ren (Grades 2-12) 3. Mastered 80% of ERD tasks in quarter 4

After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

After a student is redesignated as RFEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of reclassified students. Reclassified students must be monitored for continued progress for 4 years. See the flow chart below for a visual representation of the RFEP process:



Reclassifying English Learners with Disabilities

Students with disabilities will take the Initial and Summative ELPAC tests and have access to the universal tools, designated supports, accommodations, updated annually by the California Department of Education (CDE).

An EL student with a disability may be reclassified as RFEF using the guidance below. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Aspire’s Redesignated Fluent English Proficient Policy for Students with Disabilities (Students on the Common Core Curriculum - i.e, students who would still take SBAC)

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC Test Results)	The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by his/her/their disability. If a student has in his/her/their IEP that he/she/they does not need to take a section of the ELPAC, then the IEP teams should consider only the sections the student did take in reclassification.

Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Case Manager/ELD coordinator collaboration	Case Managers need to schedule designated time with the ELD coordinator, in advance of the RFEP window, to discuss any students that may be eligible for reclassification. IEP meetings need to be scheduled in advance of the RFEP window in collaboration with the ELD coordinator.
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they agree or disagree that the student be reclassified through the IEP meeting
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. STAR Ren level at the average of an English Only student with a similar disability, see table 4. 80% on composite ERD score in quarter 3 or quarter 4 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)

Aspire’s Redesignated Fluent English Proficient Policy for Students with Disabilities
(Students on an Alternative Curriculum - i.e, students who would take CAA instead of SBAC)

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency	VCCALPS assessment with a score of 49 or above

Teacher Evaluation	Education Specialist agrees the student should be reclassified based on evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)</p>

Annual Language Classification/Status

Parents of ELs are notified each year of their child’s current language classification along with the annual assessment results. A student remains an EL until he or she has met the criteria listed above for reclassification.

Chapter 2: Instructional Program



Introduction

This section of the master plan will describe how Aspire schools will adopt curricular and programmatic strategies to support EL students' mastery of the English language, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and access to college and career readiness. 2012 ELD standards were written to correspond to the Common Core ELA standards, and highlight and amplify the critical knowledge about language and skills required to reach the rigor of the new CCSS standards. A major difference from the previous State ELD standards, is that the new 2012 Framework requires fewer, clearer and higher targets for EL students.

ELD instruction is both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research indicates that providing explicit ELD instruction is valuable for ELs, and there is evidence that ELD instruction should include interactive activities that require critical thinking and collaboration among students.⁶ Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.⁷



ELs deserve engaging, meaningful and relevant, and intellectually rich and challenging learning activities across curriculum and throughout the day. These learning experiences must be appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds content knowledge and academic, values and builds on primary language and culture and other forms of primary knowledge.⁸

It is critical that all educators hold a belief in the academic and cognitive potential of each language learner, acknowledging the marriage of language acquisition and the rigor of CCSS and NGSS. In the spirit of this 'marriage,' the 2012 Framework and ESSA goals demand that our ELs meet high levels of achievement as well as master the English language.

Distance Learning

As an organization, we are committed to reflecting and enhancing our programs to meet the needs of our ELs, FY, and low-income students. For the 20-21 school year we are prepared to

⁶ Van Lier, L. and Walqui, A. Language and the Common Core Standards (2012???)

⁷ Noguera, P. (2012) taken from

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELLs%20V2.pdf>

⁸ ELD Framework for California Public Schools, (2014)

remain committed, although our approach will be adapted to enhance safety and maximize available resources. For grades Tk-8 our English Language learners and school sites across the organization will continue to utilize EL Achieve curriculum and be given access to online resources, lessons, and professional development to support implementation during distance learning. Prior to the first day of school, school leaders and teachers will also have access to asynchronous training developed by centralized content directors. The focus will be on adapting EL Achieve lessons to enhance engagement as well as integrate authentic opportunities for progress monitoring. With safety at the forefront, one major shift will be how students will be grouped. Being that students may not platoon until stage 4, we will be aligning proficiency levels to grade bands across the organization. Furthermore, lessons delivered through distance learning via our synchronous approach.

For grades 6-12, curricular supports offered to students in designated ELD must be aligned to the ELD Standards and Framework, as it is a core content. The curriculum utilized for secondary learners will be English 3D which meets the criteria for California-approved ELD Curricula. Similarly, our teachers will have access to online resources to support with planning and lesson delivery. Training will also be taking place across all three regions this August to support the transition to distance learning. Furthermore, it is imperative that English Learners have many, varied opportunities to practice speaking and listening skills. Teachers should leverage the majority of synchronous instruction to encourage student-to-student discourse.

Finally, we also provided access to a supplemental resource, Rosetta Stone to our newcomers as a part of a recent grant we received for our Tk-12 newcomers across the organization. Students who would benefit from this program have been provided access for 14 months

	Stage 1	Stage 2	Stage 3	Stage 4
Elementary ELD	<ul style="list-style-type: none"> Teachers will have access to EL Achieve's online units to support planning and content delivery 	<ul style="list-style-type: none"> Teachers will continue to engage their students in ELD through distance learning and online EL Achieve materials 	<ul style="list-style-type: none"> While on campus students will engage with EL Achieve as it should be embedded in their daily schedule (4 x week for 30 min/day) During their off weeks they will engage in lessons through distance learning 	<ul style="list-style-type: none"> Students will engage in 100% in-person EL Achieve lessons as it should be embedded in their daily schedule (4 x week for 30 min/day)
Secondary ELD	<ul style="list-style-type: none"> Teachers will have access to English 3D online materials to support planning If schools elect another 	<ul style="list-style-type: none"> Students will receive direct instruction using English 3D within their Academic ELD course and continue remaining minutes through distance learning 	<ul style="list-style-type: none"> While on campus students will receive direction instruction, engage in collaborative group work and potentially receive supplemental programming as needed 	<ul style="list-style-type: none"> Students will engage in 100% in person English 3D lessons as well as additional supplemental programming as needed to support acceleration of language proficiency.

	program they will need to develop lessons compatible with online format	and upload assignments on google classroom	<ul style="list-style-type: none"> When in distance learning they will engage with English 3D lessons/assignments and upload on google classroom 	
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English Language Development (ELD) Instructional Design

Instructional Design

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

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

All ELs participate in **Integrated ELD**, which occurs in all core content areas during core instruction and taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a **Designated ELD** program. At Aspire, all of our elementary schools (TK-6) have adopted the EL Achieve® curriculum for Designated ELD, which include 30 min daily lessons taught by a teacher holding EL authorization. In the elementary schools, these ELD lessons occur in a small group setting within the general education classroom.

In the secondary (6-12), our schools have either adopted English 3D or National Geographic curriculum. ELD classes are built into the master schedule and reported on transcripts as *Academic ELD*. The following sections describe our two programs in greater detail.

Designated ELD

TK-5th Grade. In Transitional Kindergarten (TK) through 5th grade all general education teachers with ELs in their classroom provide a 30 minute block of designated ELD instruction daily. Students are grouped based on grade-level or grade-span, and then further grouped by language proficiency level. Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD Standards. EL Achieve® is utilized during this time and focuses on implementing through six teaching skills of systematic ELD ([ROP](#)) 1) Continuum of Proficiency 2) Oral Language Production 3) Language Objectives 4) Building language competence 5) Metalinguistic awareness 6) Ongoing assessment.

Student progress is monitored through formative and summative assessments. For example, EL Achieve® includes end-of-module assessments that provide formative progress on listening, speaking, reading and writing domains. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at the late stages of the emerging level are taught more advanced vocabulary and language frames than students at the early stages of the emerging level within the same designated ELD class. Supports are given and removed according to a student's proficiency within that level.

Progress of ELs on internal Aspire assessments in ELA and Math helps sites and the regional office determine if ELs are making adequate progress on CCSS grade level content.

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

At minimum, students at all ELD levels are placed into a designated ELD course called Academic ELD. These Academic ELD courses correspond to students' EL proficiency levels and students are grouped within one level of their proficiency. Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language. The focus on secondary designated ELD is how language works within the content areas. Designated ELD classes do cover content area topics and vocabulary. Curriculum tools can include the state-adopted programs such as English 3D and National Geographic.

During the quarterly data review, EL students' progress is measured against Aspire reclassification criteria. In addition, progress of ELs is monitored through analyzing subgroup data on Aspire interim assessments in Math and ELA. Data analysis indicates which students may be on track to reclassify, and which students may need additional supports and scaffolds to master language in the content areas.

Integrated English Language Development

All EL students in TK – 12th grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. As outlined by the State, key components of Integrated ELD include:

- effective instructional experiences for ELs throughout the day and across disciplines,
- are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- are appropriately scaffolded in order to provide strategic support that moves learners toward independence,

- builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”⁹

Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject-specifics. ¹⁰ To supplant the curriculum with language instruction, educators integrate research-based strategies¹¹ such as:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

English Language Arts

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts¹² and the ELD Standards. The school provides instruction in units of study to assist students

⁹ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

¹⁰ Van Lier, L. & Walqui, A. (2011). Language and the Common Core. *Understanding Language*. Stanford University.

¹¹ Rubenstein & Avila (2006). Connecting with Latino Learners. *Educational Leadership*. 23(5) pp38-43. Taken from URL: <https://eric.ed.gov/?id=EJ745490>

¹² Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;
Mathematics, the Common Core, and Language: Judit Moschkovich;
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students are exposed to different types of writing, assignments are meaningful to the student and assessment is focused on content and not only mechanics. Speaking and listening for English learners requires instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration.

Teachers support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers engage students in the close reading process to first read for clarity and address misconceptions, understand what the author is saying and why, and to integrate their understanding with other texts and topics. English learners are supported through the use of texts that capitalize on their background knowledge and experiences. Academic instruction techniques are implemented such as Marzano's 6 steps for vocabulary acquisition as well as frequent opportunities to practice the language in context with structured oral language activities. Instruction is embedded in content units in which students have repeated exposure to content vocabulary over time. Teachers also utilize Guided Language Acquisition Design (GLAD) or Constructing Meaning (EL Achieve) strategies where applicable in supporting students as they work toward mastery of the grade level common core state standards.

Mathematics

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

This meaning making takes place during Student Debrief, Closing, or Problem Solving. Mathematical vocabulary is taught within the context and not in isolation. Finally, the software used in our blended learning program (i.e., Dreambox) allows students to manipulate models and hear feedback orally in a differentiated way.

When learning new concepts, students are given functional language frames and academic vocabulary to enable them to use the language of the standard in their discussions with each other. Students explore concepts first through 3-D models and manipulatives followed by pictorial representations and finally symbolic expression and algorithms. Mathematical problems involve real-world scenarios that are meaningful and relevant to students and their communities. Students engage in problem solving sessions 1-2 times per module in which they are required to collaborate with others, explain their thinking with evidence, and build upon and challenge the ideas of others. During this time, teachers support ELs with the Interacting in Meaningful Ways ELD standards, giving them visual supports and language frames as needed to strengthen their discussions. Students are encouraged to prove their solutions to others

using a variety of methods and models. Comparative discussions of the strategies used in the classroom give students increased opportunities to deepen their conceptual understanding.

One practice used in many Aspire integrated ELD math lessons is [Zwiers: Math Language Routines](#) which amplifies academic language, increases student independence with solving word problems. In this strategy, students engage in a process in which they 1) read to understand the story, 2) read to understand the math, and 3) read to make a plan. Between each read, students are provided with sentence frames (as needed) to appropriately ask and respond to questions through structured student-to-student discourse protocols. The Three-Phase Lesson allows students to engage with the language demands of a rigorous, grade level problem while solving it.

Next Generation Science Standards (NGSS)

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

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

Social Studies

Schools build the competence of students in ELD and content aligned with the Common Core State Standards for History-Social Science. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Social studies is taught within content units of study that last approximately six weeks. During this time, students learn the language of a topic through reading multiple texts on the same

topic. Students are exposed to first- and second-hand accounts, including primary and secondary documents, of historical events through a variety of genres. Throughout the units of study, students participate in structured language practice while receiving constructive feedback from their teacher and peers. Students may participate in culminating projects in which they demonstrate their understanding through an artistic, written, or oral presentation for an audience. EL's receive supports as needed, including differentiated levels of texts, functional language frames, and visual supports.

Long Term English Learners (LTELs)

The state defines Long Term English Learners (LTEL)s as students who have been in school in the US longer than five years (i.e., in the sixth year of schooling) and have not met the criteria for reclassification. Many LTEL students have strong social language, but may require more intensive and individualized services to access the academic language demands of secondary content. LTELs are more likely to be in middle and high schools, struggle academically, less likely to be engaged in school and less likely to graduate from high school.¹³ In order to meet the needs of these learners, Aspire creates dashboards to make identification of long-term English learners easier for teachers.

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

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

Intervention specialist teachers and Deans of Instruction monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize their pathway to college.

Newcomers

A newcomer as defined by Aspire is a student enrolled in a US school fewer than two years and whose language proficiency falls in the Emerging or Expanding category, per the Initial ELPAC assessment. Students brand new to the country and/or English have unique and personal needs; they may have limited literacy or formal schooling in their native language or may have extensive educational experiences in their native language. Great care must be taken to acculturate these students into life in the US and California. Research on students new to the

¹³ Olsen, L. (2014). Understanding the Needs of Long Term English Learners: A Guide for Educators. NEA Policy Brief. Taken from : https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf

country identifies five important elements for their success¹⁴. Aspire schools implement the following for newcomer students:

1. Formal and informal data collection – In addition to the Initial ELPAC, a formal assessment, students may experience informal assessment such as observations, interviews, work samples so that educators can ascertain their language ability and content knowledge in their home language
2. Warm and welcoming environment – School personnel find a staff member who can speak with the student and parent in their home language in order to explain EL policies, programming and make the student feel comfortable in the new school setting.
3. Heterogeneous Grouping - Because our schools are small, newcomers in general education classrooms with students at varying levels of language acquisition, peers model the use of English in instructional and social settings. Peer buddies may provide translation if appropriate.
4. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all newcomers.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental designated ELD and other supports via their Personalized Learning Plan use ELD curriculum such as APEX or Rosetta Stone. This curriculum includes specific programs for newcomers. Teachers providing the support receive the appropriate professional development.

Instructional Program for ELs with Disabilities

ELD instruction is mandatory for all English Learners, including those with IEPs, and occurs daily until they are reclassified. English Learners with disabilities receive ELD in the general education classroom with students of like age/grade and language proficiency whenever possible. For English Learners with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described for designated and integrated ELD apply to English Learners with disabilities.

The IEP team decides placement of English Learners with special needs based on individual student needs. At the IEP meeting, the team discusses the instructional components that have been identified to meet the student's individual needs and monitors the student's progress in ELD, which include IEP goals in the area of English Language Development, as well as accommodations/supports and services.

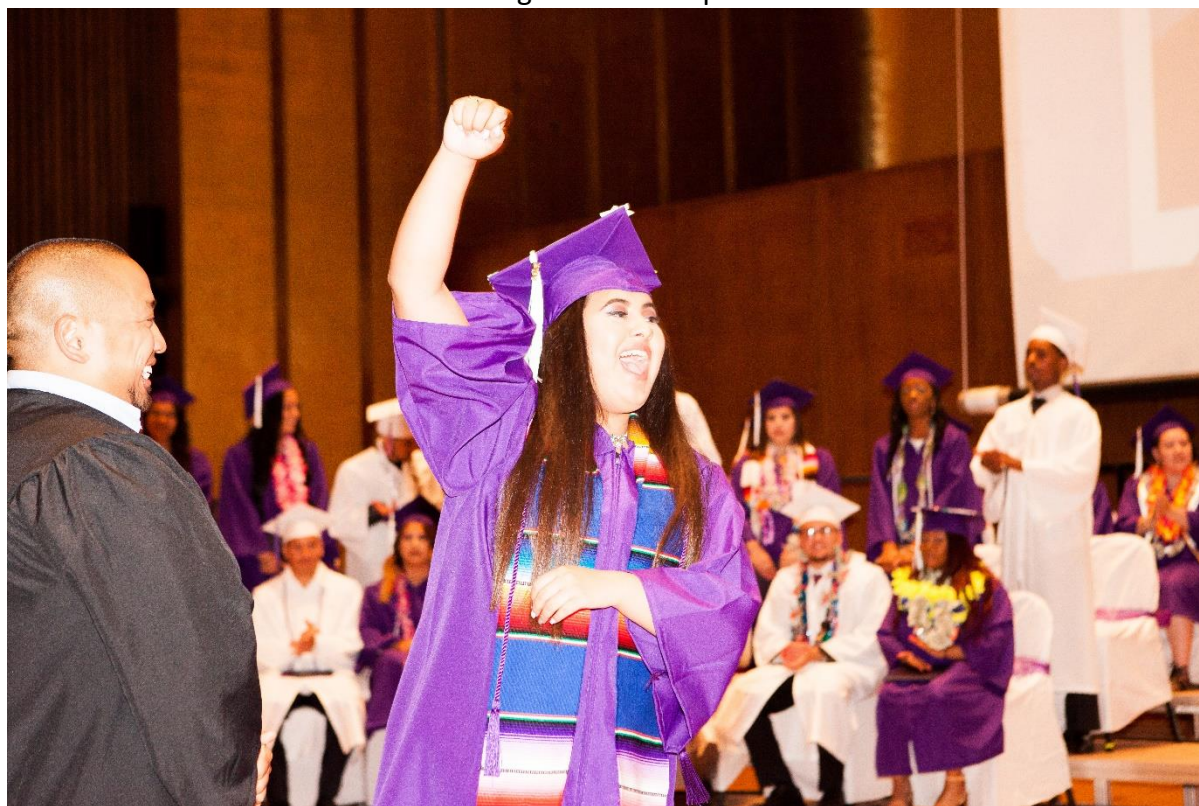
In order to determine whether a student is making adequate progress in ELD, the IEP team uses assessments used by the classroom teacher and others appropriate for the student's disability.

¹⁴ *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

If the team determines that the student is not making adequate progress in ELD due to the impact of disability, the IEP team reviews and revises the student’s individualized goals, as well as accommodations/supports and services, including consideration of whether the student should receive ELD in a specialized education setting.

College Readiness Measures for English Learners

Aspire holds a mission to prepare all students for college upon graduation from an Aspire high school. All English Learners receive support to meet the A-G requirements for admission to a California public university and access and pass the college courses or AP classes. High school teachers and counselors have pre-designated time to support ELs struggling with any of these requirements and a process exists to waive requirements when appropriate, as long as the student meets the California minimum graduation requirements.



Students who are EL may also apply for accommodations on the ACT annually during the testing administration through the school site testing coordinator.

CAASSP accommodations, designated supports and universal supports are provided to EL students in their 11th grade year to meet the Level 3 score on SBAC. ¹⁵

Data for scoring college ready by every metric is disaggregated by subgroups including English Learners throughout the year to identify any patterns or needs before the master schedule is created at our secondary schools.

¹⁵ Taken from URL: <https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf>

Some secondary school sites have opted into the State Seal of Biliteracy program¹⁶ that honors those students who graduate from high school mastering listening, speaking, reading and writing in English and one other language. If a student meets the State criteria, the state affords the student a special seal to be affixed on the high school diploma. For those students who were ELs, this program celebrates the students' mastery of their home language and acquisition and mastery of English as well, as biliteracy is a competency that will enhance college and career opportunities.

¹⁶ <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Chapter 3: Monitoring, Evaluation, and Accountability

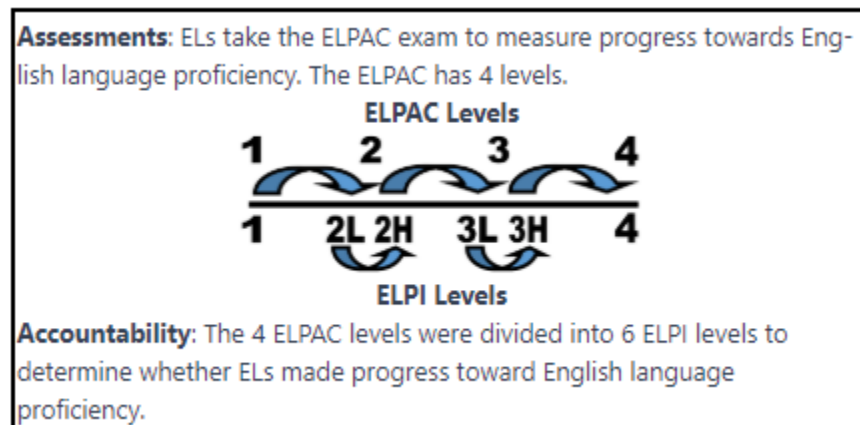


Chapter 3: Monitoring, Evaluation, and Accountability

This section focuses on the ways that Aspire will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that effective instructional programs are effectively implemented. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars. This section will also outline the system-wide accountability procedures that will ensure Aspire EL programs are effective in meeting the needs of our EL population.

Student Achievement Goals & Accountability

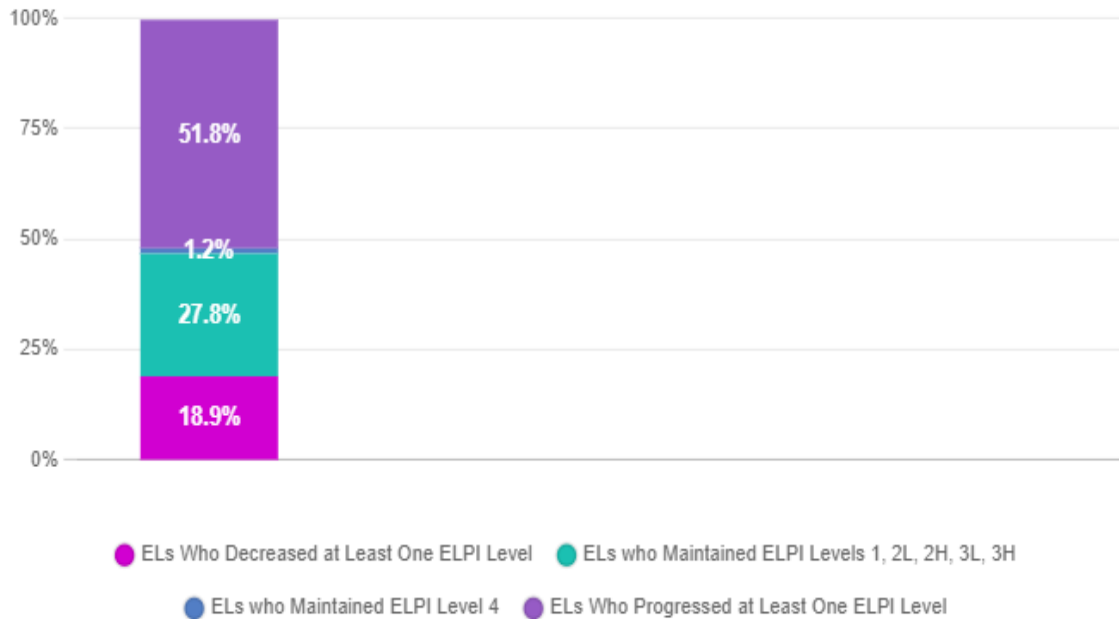
In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published on the CA School Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency. The graph below shows how the State of California divides the ELPAC assessment into 6 levels to show proficiency for English Learners.



Each Aspire school receives a percentage to show progress toward English proficiency. The percentage is calculated by adding the percentage of students who progressed at least one ELPI level and those that remained ELPAC level 4. Below is a sample graph shown on the CA School Dashboard for each Aspire school's ELPI performance:

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



In addition to the ELPI measures, Aspire sites track academic achievement and reclassification as a requirement of the LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by Aspire-made assessments and benchmarks, StarRen, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school’s individual charter and LCAP provide specific growth targets.
 - a. Each school’s LCAP must also include:
 - i. Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs.
 - ii. Evidence-based strategies, actions, or services to reach goals.
 - iii. Proposed expenditures based on the projected resource allocation to address the findings of the needs assessment consistent with the state priorities
2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years

Progress Monitoring

English Learners have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Multi-tiered support system (MTSS) team and our cycles of inquiry. The school-site RtI team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, Aspire’s Data and Assessment team at the home office developed a student progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students. A screenshot of the Dashboard is provided below:

FRL ?	ELL?	STAR PrevYr	STAR 1	STAR 2	ELPAC Sum Overall	ELPAC Writing - Sum	ELPAC Reading - Sum	ELPAC Speaking - Sum	ELPAC Listening - Sum	ELPAC Sum Overall PrevYr
Y	EL				3	3	2	3	2	
N	EL									
N	EL		-400	-45	1	1	1	1	1	1
Y	EL		-400	-70	2	1	2	2	2	2
Y	EL		-400	-310	3	2	2	2	2	4
N	RFEP_recent		75	35						4
Y	EL		-400	-400	3	2	2	3	3	3
Y	EL		-400	-400	3	2	2	2	3	
Y	RFEP_recent		-400	-325						4
Y	EL		-265	-195	3	2	2	2	3	4
Y	RFEP_recent		-355	-220						3
Y	RFEP_recent		-400	-280						3
Y	EL		-400	-400	1	1	1	2	2	1
Y	EL		-115	65	2	2	2	2	2	3
Y	EL		-400	-245	3	2	2	2	3	3
Y	EL		-400	-400	2	1	1	2	3	2
Y	RFEP_recent		-400	-270						3
Y	RFEP_recent		-170	-10						4
Y	EL			-400						
Y	EL		-400	-400	1	1	1	2	2	1

Evaluation of Program Effectiveness

In addition to on-going progress monitoring, and in accordance with Federal Program Monitoring requirements, each Aspire school will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency comparable to that of average native speakers of English.
2. EL students’ academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered Aspire already proficient in English.
3. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
4. Necessary improvements to programs and activities for which Title III funds have been used for EL students.

5. Whether to eliminate specific EL activities proven to be ineffective.

The LCAP Annual Update process begins each year in January and consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators. The Annual Update analysis consists of the following components:

1. Review of initial ELPAC and interim assessment data
2. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
3. Reclassification rates and students at risk of being identified as Long-Term English Learner
4. In depth review of the 5 components of the EL program evaluation as outlined in the Federal Program Monitoring requirements
5. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
6. Evaluation of the LCAP EL Goal, Actions, Outcomes, and expenditures

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

Professional Development and Implementation of English Language Development strategies

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

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which offers a module on teaching English Learners.
3. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching in teaching English Learners.

The implementation of these strategies is done through formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework (ASLF). Originally based on TNTP's Core Teaching Rubric¹⁷, 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.

¹⁷ <https://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations>

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

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

Chapter 4: Family Engagement



Chapter 4: Family Engagement

Aspire believes that parents and guardians are the most important partners in the educational achievement and outcomes for our students. Our families bring diverse experiences that strengthen each of our school communities; the hopes and dreams of each family drive our commitment to educating our scholars. Aspire's standards for purposeful family engagement are:

Strong Family and Community Ties: Families are encouraged and invited to build strong relationships with teachers, school staff and other parent communities. Schools create welcoming environments and help to deepen relationships across diverse groups of students, staff members and families.

Meaningful Communication: Families and schools engage in meaningful two-way communication practices that are centered on their student's wellbeing and academic success. Schools provide clear structures and expectations that support mutual communication with families.

Authentic Voice & Leadership: Families work together with schools to authentically help inform policy and decision making. Schools invite families to participate in activities as equal partners to help shape school vision, student culture and strengthen student learning.

Empowered Student Success: Families are acknowledged as their student's first teacher and empowered to support student growth. Schools work with families to inform, encourage and support learning at home and in school, to make college for certain.

Equity Centered Dialogue: Families help identify, discuss, and address equity issues impacting students, schools, and their surrounding community. Schools provide families with opportunities that help students receive what he/she needs to succeed.

We know that families of ELs seek opportunities to ask questions, learn about instructional programming and be thoughtful decision-makers in their student's lives. We believe that in making our systems know-able, linguistically appropriate and culturally relevant, in effort to familiarize families with structures that may seem unfamiliar. To this end, several processes enable active participation for families of EI students.

Communication with Parents

Required written parent notifications include the following:

- Initial Identification
- Program Options
- Program Placement
- Progress expectations at each grade level
- Annual ELPAC data
- Reclassification criteria
- Graduation requirements

Translation and Interpreters

Communication with all parents of ELs in their primary language is essential to upholding our standards of parent engagement. In addition, per State law, if 15% of the student population or more speak a single primary language other than English, all notices and records sent to the parent must be in the primary language (EC 48985a). This includes written parent communication such as progress reports, IEPs, discipline notices, school board meeting agendas and notices. Oral interpretation will be provided to families so that they can meaningfully access important information for the schools. School sites have processes for offering oral interpretation to site-based activities. Regional and Home office staff will ensure that oral translation is provided for regional events.

ELAC

In accordance with State law EC 35147, any school that has 20 or more ELs must have an English Learner Advisory Council (ELAC) to produce recommendations regarding EL programs and services. The ELAC reviews programs, procedures and budgetary components of a school site's LCAP. At least 50% of the committee should be comprised of parents of ELs. Parents that are employees of the school may not sit on the ELAC. The responsibilities of the ELAC are:

- Advise, review, and comment on the development of the school's program for English Learners at the school site, including expenditures of Title III funds
- Assist in the development of a Comprehensive Needs Assessment for English Learners, resulting in goals, actions, and outcomes outlined in a school's LCAP
- Assist in the development of the Annual Language Census Form
- Promote among parents the importance of student regular attendance to school.
- Advise the School Site Council on programs for English Learners

Any ELAC established at a site with 51 or more English Learners, must also meet the following requirements:

- Incorporate into the site's LCAP, a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

Other topics may include: reclassification criteria, uniform complaint procedures, parent waiver information, ELPAC and ELPAC results, the school improvement plan.

Schools are encouraged to hold ELAC meetings at times that are beneficial to parents and provide childcare.

APPENDIX A: GUIDING TEXTS AND RESOURCES

References

- Executive Summary of the ELA / ELD Framework for California Public Schools (September 2015). Taken from https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf
- Definitions of Proposed Task Types for the English Language Proficiency Assessments for California, Educational Testing Service, 2015. Retrieved on February 2, 2016 from <http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf>
- Proposed Test Blueprints for the English Language Proficiency Assessments for California, Educational Testing Service, 2016. Taken from <http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf>
- The California English Language Development Test (CELDT) vs. The English Language Proficiency Assessments for California (ELPAC), CDE 2015. Retrieved on July 25, 2016 Taken from <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>
- Noguera, P. (2017). Equity and Deeper Learning: making high standards and powerful learning opportunities available to ELLs. Taken from <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELLs%20V2.pdf>
- Echevarria, J., Vogt, M., & Short, D. (2007). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the general education classroom*. Portsmouth: Heinemann.
- Leyba, Charles F., ed. (1994). *Schooling and language minority students: a theoretical framework*. Los Angeles: Legal Books Distributing.
- Lucas, Tamara, Villegas, Ana Maria and Freedson-Gonzalez (2008). *Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners*. Journal of Teacher Education.
- Opitz, Micahel F., ed. (1998). *Literacy instruction for culturally and linguistically diverse students*. Delaware: International Reading Association.
- Rumberger, Russell & Gandara, Patricia (2004). *Seeking Equity in the Education of California's English Learners*. Teachers College Record.
- Valencia, Richard R. (2002). *Chicano School Failure and Success: Past, Present, and Future*. New York, New York; Routledge.
- Vogt, M. and Echevarria, J. (2007). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston: Pearson.

California English Language Development standards: [ELD Standards](#)

California English Language Framework content and Pedagogy: [CA ELD Framework](#)

APPENDIX B: RECOMMENDED PROGRAMS & RESOURCES

Professional Development

[Quality Teaching of English Learners, West Ed](#)

[Opal Institute, Loyola Marymount University](#)

[LA Office of Education Multilingual Academic Support \(MAS\) Unit](#)

[Alameda County Office of Education EL Department](#)

[Stockton USD Language Development Office](#)

Instructional Program

[English 3D](#)

[EL Achieve](#)

Family Engagement

[Aspire ELAC Manual](#) (includes fillable templates)

[Latino Family Literacy Project](#)

APPENDIX C: PARENT LETTERS



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

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

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

Language Assessment Results

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

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

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

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

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

Reclassification (Exit) Criteria

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

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



Optional: Other district criteria

Language Acquisition Programs

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

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

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

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

Sincerely,

<Insert School Leader Name Here>

<Insert School Name Here>



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

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

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

Language Assessment Results

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

Check if applicable: **Individualized Education Program (IEP) on file**
 A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

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

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

Academic Achievement Results



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

Language Acquisition Programs

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

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 113.02) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

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

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

Sincerely,

<Insert School Leader Name Here>
<Insert School Name Here>

APPENDIX D: PERFORMANCE LEVEL DESCRIPTORS

1. ELPAC

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

2. 2012 California Framework Levels of English Proficiency Descriptors

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

APPENDIX E: INSTRUCTIONAL TOOLS

Secondary ELD Lesson Template
Designated ELD

Course: Academic Literacy 3		Text: Ready for Marcos		Text Level: Bridging	
Specific Student Considerations (IEP, 504, SST, etc):					
Monday:		Tuesday:		Wednesday:	
ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:
<p>SWBAT: make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p>SWBAT: identify pronouns within the text and connect pronouns to specific nouns to deepen comprehension of the text (PII 7.2a)</p>	<p>SWBAT: make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p>SWBAT: define story elements (exposition, key events, and resolution) and identify each element using details from <i>Ready for Marcos</i> (PII 7.1)</p>	<p>SWBAT: use affixes to determine the meaning of specific vocabulary words (PI 7.1c)</p> <p>SWBAT: participate in a small group discussion and express an opinion about the main character (PI 7.1, PI 7.11b)</p>	<p>SWBAT: define specific story elements (character, plot, conflict, static character, dynamic character, dialogue) (PII 7.1)</p> <p>SWBAT: re-read the specific text and identify examples of each story element and discuss how those specific elements affect the overall development of the story (PII 7.1, PI 7.6a)</p>	<p>SWBAT: Define synonym and find examples of related synonyms using <i>Ready for Marcos</i> (PII 7.2a)</p> <p>SWBAT: Write a response paragraph using pronouns and synonyms to create cohesion within written text (PI 7.10a)</p>	<p>SWBAT: Define synonym and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p>
<p>Vocabulary Instruction:</p> <p>Make predictions and use context clues to determine the meaning of: <u>vivacious</u>, <u>covertly</u>, <u>replica</u>, <u>subtle</u></p>	<p>Vocabulary Instruction:</p> <p>Make predictions and use context clues to determine the meaning of: <u>gazed</u>, <u>surging</u>, <u>remarkable</u></p>	<p>Vocabulary Instruction:</p> <p>Define common affixes (chart) and have students determine part of speech and meaning using affix of word in context: <u>walked</u>, <u>quickly</u>, <u>unkind</u>, <u>listening</u>, <u>restart</u></p>	<p>Vocabulary Instruction:</p> <p>Define story elements (character, plot, conflict, static character, dynamic character, dialogue) and create a visual representation for each word.</p>	<p>Vocabulary Instruction:</p> <p>Define the word synonym and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p>	<p>Vocabulary Instruction:</p> <p>Define the word synonym and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p>
<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. First Read: teacher reads aloud 2. Instruction: text cohesion through the use of pronouns (what are pronouns: make a list) 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. define story elements (exposition, key events, resolution) 2. Model finding exposition 3. students read independently to find key events and resolution 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Provide and define modal verbs (ex: possibly/likely, could/would/should) 2. Question: Is it right for Monica to have more responsibilities 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Re-read the text and find specific examples of each story element 2. Discussion question: how does the combination of each element 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Model personal writing about making a tough decision in life 2. Students write answer to: Narrate a time you had to make a difficult 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Model personal writing about making a tough decision in life 2. Students write answer to: Narrate a time you had to make a difficult

<p>3. Re-read for pronouns and attach to nouns to deepen comprehension</p>		<p>3. Partner/small group debate and use academic vocabulary and evidence from the text.</p>	<p>create an interesting story? 3. What would happen if Marcos was a dynamic character as well? How would that affect the story?</p>	<p>decision. What was the outcome? Use pronouns and synonyms to create cohesion 3. Students write short responses</p>
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Secondary ELD Lesson Template
Designated ELD

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

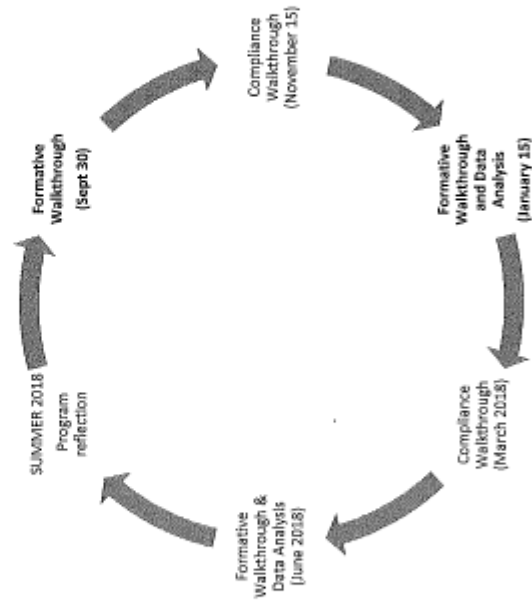
ELL Planning for Secondary 17-18

Name of Course	Language Level	Time	Curriculum	Lesson Planning	Monitoring Look Fors:
Academic Literacy 1	Newcomers CELDT Levels 1 – 2 <i>*often includes SPED on diploma track</i>	1 period / day	Grade level text with supports (Ex: Study Sync – Use “Bridging” text)	<ul style="list-style-type: none"> Can use site template MUST have ELD objective tied to ELD standards MUST have explicit vocabulary instruction MUST explicitly model language skill related to ELD objective 	<ul style="list-style-type: none"> Grade level text tied to core curriculum ELD objective based on ELD standards Language skills Vocabulary instruction
Academic Literacy 2	CELDT 3 Domain score in Listening & Speaking ranging 1-3	1 period / day	Grade level text with supports (Ex: Study Sync – Use “Bridging” text) Focus on oral language production & listening	<ul style="list-style-type: none"> ELD standards focused on collaborative, productive standards MUST have ELD objective tied to ELD standards MUST have explicit vocabulary instruction MUST explicitly model language skill related to ELD objective 	<ul style="list-style-type: none"> Lesson Plans with ELD objective Collection of formative data Use of reading data (STAR or DRA) to adjust groupings
Academic Literacy 3	CELDT 3: Domains Listening & Speaking range 4-5	1 period / day	Grade level text (Ex: Study Sync – use Expanding Text) Focus on writing skills	<ul style="list-style-type: none"> ELD standards, focus on reading & writing MUST have ELD objective tied to ELD standards MUST have explicit vocabulary instruction 	

Integrated ELD	CELD 4 & 5	All CORE classes	Focus on reading skills, vocabulary acquisition, Bricks & mortar tied to content area curriculum Grade level text	<ul style="list-style-type: none"> MUST include written language MUST have ELD objectives tied to ELD standards within lesson Apply "Bricks & Mortar" supports taken from EL Achieve 	<ul style="list-style-type: none"> Review data on EL groups in COIs & Aspire assessments Artifacts of scaffolding (from EL Achieve)
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Monitoring Plan

Monitoring Plan for Designated EL rollout 17-18



APPENDIX F: GLOSSARY OF TERMS

The following are operational definitions from CDE that help teachers, parents and administrators understand the policies and instructional guidelines:

CALPADS: California Longitudinal Pupil Achievement Data System is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

TOMS: Test Operations Management System is a secure Web site that permits local educational agency (LEA) CAASPP (California Assessment of Student Performance and Progress) coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment. Starting with the 18-19 SY, TOMS will be used for ELPAC testing as well.

English Language Proficiency Assessments of California (ELPAC): The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Initial Assessment: Initial identification of students as English learners

Summative Assessment: An annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level **Initial Fluent English Proficient (IFEP):** Student demonstrates proficiency from the ELPAC initial assessment.

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment (ELPAC) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.

“Ever-EL”: A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the California English Language Development Test (CELDT)) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six or more years; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and
- (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/re-designated in California, per Education Code 313, as proficient in English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

English Language Development (ELD): is the catch-all term that describes all instructional supports for English learners. The purpose of ELD instruction is to advance English learners’ knowledge and use of English in increasingly sophisticated ways.

Appendix VII:
Aspire Public Schools' 504 Procedures

Aspire Public Schools
Section 504 of the Rehabilitation Act of 1973
Notice of Parent/Guardian Rights and Procedural Safeguards

This is a notice of your rights under Section 504 of the Rehabilitation Act of 1973 ("Section 504") with respect to actions regarding the identification, evaluation or educational placement for scholars who, because of a disability, need or are believed to need special instruction or related services.

PURPOSE

It is the intent of Aspire Public Schools ("APS") to locate, identify, evaluate and provide a free appropriate public education ("FAPE") under Section 504 of the Rehabilitation Act of 1973 ("Section 504") to each scholar with a disability within its jurisdiction regardless of the nature or severity of the disability. Further, Aspire Public Schools will provide regular or special education and related aids and services that are designed to meet the needs of each disabled scholar as adequately as the needs of non-disabled scholars. In addition to providing a FAPE to scholars with disabilities under Section 504, Aspire Public Schools will not discriminate against scholars with a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairment, or those being regarded as having an impairment. Protections for these scholars are provided for elsewhere under Aspire Public Schools' Board Policies and Regulations, state and federal law.

Scholars who, because of a Section 504 disability, need or are believed to need general or special education and services are addressed in this policy.

Scholars who are identified as eligible for special education and related services under the criteria set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") are not addressed under this policy, as the needs of such scholars are provided for elsewhere under Aspire Public Schools' Board Policies and Regulations, state and federal law, and Special Education Local Plan Area ("SELPA") procedures.

DEFINITIONS AND ELIGIBILITY

1. A scholar with a disability is one who:
 - a. Has a physical or mental impairment that substantially limits one or more major life activities, including learning;
 - b. Has a record of such an impairment; or
 - c. Is regarded as having such an impairment.

However, only scholars qualifying under subdivision (a) (i.e., those with an actual physical or mental impairment that substantially limits one or more major life activities) are entitled to a FAPE and a Section 504 Accommodation Plan under Section 504.

2. A physical or mental impairment means: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic

brain syndrome, emotional, and specific learning disabilities. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. The law does not limit eligibility to specific diseases or categories of medical conditions.

3. The term substantially limits shall be interpreted consistently with the findings and purpose of the Amendments to the Americans with Disabilities Act ("ADA") that went into effect on January 1, 2009. An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as: medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or earned behavioral or adaptive neurological modifications. Thus, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

4. Major life activities include, but are not limited to, caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Learning, reading, concentration, thinking, and communication are typically, but not always, the major life activities utilized to determine Section 504 eligibility in the schools.

LOCATION AND NOTIFICATION PROCEDURES

1. Aspire Public Schools shall annually undertake reasonable measures to locate and identify every qualified disabled scholar residing within the Aspire Public Schools' jurisdiction and to notify those scholars and their parent/guardian of the right to a FAPE under Section 504.
2. Location and notification procedures may include Aspire Public Schools' annual notice, personal contacts, posting of notices, newspaper advertisements, press releases, and communications with public and private community agencies.
3. When a scholar is identified, he or she should be referred to the school's Section 504 Site Coordinator, following the procedures set forth below.

IDENTIFICATION AND REFERRAL PROCEDURES

1. A parent/guardian, teacher, other school employee, scholar success team, or community agency may refer a scholar to the principal or 504 Site Coordinator for identification as a scholar with a disability under Section 504.
2. Upon receipt of any such referral, the principal, 504 Site Coordinator, or other qualified individual with expertise in the area of the scholar's suspected disability shall convey the referral to the site's 504/SST team for consideration of the referral to determine whether an evaluation is appropriate. This determination shall be based on a review of the scholar's

school records, including those in academic and nonacademic areas of the school program; consultation with the scholar's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the scholar's needs.

3. If it is determined that an evaluation is unnecessary, the principal or 504 Site Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
4. If it is determined that the scholar needs or is believed to need services under Section 504, the district shall conduct an evaluation of the scholar prior to his/her initial placement.

EVALUATION, ELIGIBILITY AND PLACEMENT DETERMINATIONS

1. The evaluation of scholars suspected of having a disability under Section 504 will be carried out by qualified evaluators selected by Aspire Public Schools.
2. When selecting tests and other evaluation materials, Aspire Public Schools will ensure that they are: validated for the specific purpose for which they are used; administered by trained personnel in conformance with the instructions provided by their producer; tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and administered so as best to ensure that, when a test is administered to a scholar with impaired sensory, manual, or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the scholar's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
3. Aspire Public Schools may administer and use formal and informal measures as deemed necessary. If the team is going to conduct formal assessment and/or observations in order to determine eligibility, then the team must obtain informed and written consent from the parent/guardian before the scholar is evaluated.
4. Additionally, if the 504 Site Coordinator determines that a medical examination is necessary for a Section 504 determination, Aspire Public Schools is responsible for the costs of the examination.
5. Once the evaluations are completed, the 504 Site Coordinator will schedule a Section 504 meeting to consider the results of the evaluations; and, the scholar's Section 504 Team will determine whether the scholar is eligible under Section 504 by deciding whether the scholar has a physical or mental impairment that substantially limits one or more major life activities. A Section 504 Team meeting shall be convened within a reasonable time period of receiving the parent/guardian's consent to assess.
6. The Section 504 Team is made up of a group of individuals, including persons knowledgeable about the scholar, the meaning of the evaluation data being considered, and placement options. The team will generally include at least one of the scholar's general education teachers; and, may include: other teachers, individuals who can interpret the instructional implications of the assessment results, SST members, counselors, related service providers, the scholar, other school staff and administrators, and individuals who have knowledge or special expertise regarding the scholar. The determination of whether an individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the Section 504 Team. While not a formal member of the team, the scholar's parent/guardian should be made aware of the

meeting, be invited to attend and provide input and made aware of their due process rights.

7. The Section 504 Team, in deciding whether a scholar is eligible for a Section 504 Accommodation Plan, will collect and carefully interpret evaluation data and in a making placement decision, the team will draw upon information from a variety of sources, including, but not limited to, observations, testing, reports, evaluations, medical records, letters from doctors, health care plans, school records, school administration, school counselors, teachers and paraprofessionals that work with the scholar, the parent/guardian, and when appropriate, the scholar.
8. No final determination of whether the scholar will or will not be identified as a disabled scholar within the meaning of Section 504 will be made without first inviting the parent/guardian of the scholar to participate in a Section 504 Team meeting concerning such determination. The parent/guardian will receive reasonable notice of all Section 504 Team meetings. Translation services will be provided for participants that need it and parents/guardians may attend virtually or telephonically if needed.
9. If the Section 504 Team finds the scholar ineligible under Section 504, this decision shall be documented in writing, at which time the parent/guardian shall be notified of his/her parent/guardian rights and procedural safeguards under Section 504, including the right to an impartial hearing.
10. For scholars who are determined, through the evaluation process, to be eligible under Section 504, the Section 504 Team shall develop a Section 504 Accommodation Plan.
11. The Section 504 Accommodation Plan will describe the scholar's disability; related aids and services; and, accommodations and/or modifications that are needed in order to provide the scholar with a FAPE, and how the placement, services, and accommodations and/or modifications will be provided to the scholar and by whom as well as the process for monitoring the progress of the implementation of accommodations and the progress of the scholar.
12. A copy of the plan shall be maintained in the scholar's cumulative file and in the Aspire Public Schools' Section 504 file maintained at the school site. All school staff who work with the scholar shall be informed of the elements of the scholar's Section 504 Accommodation Plan. Eligibility and evaluation documents shall not be placed in the scholars cumulative file but shall be maintained in the Aspire Public Schools Section 504 file.
13. The parent/guardian must be allowed the opportunity to provide input into the scholar's Section 504 Accommodation Plan prior to the implementation of the plan; scholars who are eligible under Section 504 do not have a right to stay put in cases when a dispute arises.
14. A scholar with a disability shall be placed in a regular education environment of Aspire Public Schools, unless the Section 504 Team determines that his/her education in such a placement cannot be achieved satisfactorily with the use of supplementary aides and services. The scholar with a disability shall be educated with non-disabled scholars to the maximum extent appropriate.
15. The parent/guardian shall be notified in writing of the final decision concerning the placement, services, and accommodations and/or modifications to be provided, if any, and of his/her parent/guardian rights and procedural safeguards pursuant to Section 504, including the right to an impartial hearing.

REVIEW OF scholar PROGRESS

1. The Section 504 Team will meet annually to review the progress of scholars with disabilities and the effectiveness of the scholar's Section 504 Accommodation Plan to determine whether services are appropriate, and that the needs of scholars with disabilities are being met as adequately as the needs of nondisabled scholars.
2. Should a parent/guardian request a Section 504 meeting, 504 Site Coordinator will convene one within a reasonable time period of the receipt of the request.
3. Prior to any subsequent significant change in placement, a reevaluation of the scholar's needs will be conducted. The parent/guardian will receive reasonable prior written notice of any meeting convened to propose a significant change in placement.
4. The Section 504 Team may also determine that the scholar no longer has a mental or physical impairment that substantially limits a major life activity. If the Section 504 Team so determines, the record of the Section 504 Team meeting will state the basis for the team's decision to find that the scholar no longer qualifies for a Section 504 Accommodation Plan..

DISCIPLINE

In disciplinary situations, scholars who have a Section 504 Accommodation Plan may be suspended or placed in an alternative interim setting to the same extent these options would be used for children without disabilities. School personnel may also consider any unique circumstances on a case-by-case basis when determining whether a change in placement (in this context a disciplinary removal) is appropriate for a child with a disability who violates a code of scholar conduct. This change of placement may be to an appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days. Additionally, removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct may be made.

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal, child is entitled to a manifestation determination meeting within ten (10) school days of Aspire Public Schools' decision to change the scholar's placement. The child's parent/guardian must be invited to participate in the manifestation determination meeting. At this meeting, the team will determine (based upon a review of all relevant information in the scholar's cumulative and Section 504 Accommodation Plan files, the scholar's Section 504 Accommodation Plan, any teacher observations, and any relevant information provided by the parent/guardian) whether the scholar's alleged behavior was a manifestation of his/her disability by answering the inquiry required by the IDEA. Currently, the questions are;

- Whether the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability; or,
- Whether the conduct in question was the direct result of Aspire Public Schools' failure to implement the scholar's current Section 504 Accommodation Plan.

If the team answers yes to either question, the alleged misconduct shall be determined to be a manifestation of the scholar's disability. However, if the team answers no to both questions, the alleged misconduct shall be determined not to be a manifestation of the scholar's disability and Aspire Public Schools may take disciplinary action against the scholar, such as expulsion, in the same manner as it would with a child without disabilities. If the scholar's behavior is determined to be a manifestation of his or her disability, Aspire Public Schools must make reasonable attempts to

support the scholar's behavior. Reasonable attempts may include, but are not limited to, conducting a functional behavior assessment, and implement a behavioral support plan for the scholar. In this situation, if a behavioral support plan has already been developed, Aspire Public Schools will review the plan and modify it as necessary to address the behavior in question. However, regardless of whether a scholar's behavior was a manifestation of the scholar's disability, Aspire Public Schools may determine, following assessment, that a change of placement is appropriate for the scholar. Aspire Public Schools may proceed with this change of placement following notice to the parents; consent is not required for a change of placement pursuant to Section 504.

PROCEDURAL SAFEGUARDS

The CEO of Aspire Public Schools or designee shall notify the parents/guardians of scholars with disabilities of all actions and decisions by Aspire Public Schools regarding the identification, evaluation, or educational placement of their children. The CEO or designee also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with Aspire Public Schools' action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

A parent/guardian may, at his/her discretion, but within 14 calendar days of Aspire Public Schools' action or decision, request an administrative review of the action or decision with the site principal. Upon receiving the request for administrative review, the site administrator, or designee shall meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 15 school days of receiving the parent/guardian's request. A decision regarding the administrative review shall be conveyed to the parent/guardian in writing within 5 school days of the review.

If a parent/guardian disagrees with the results of the administrative review regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 Regional Resolution Meeting within 14 calendar days of receipt of the administrative review decision.

Section 504 Regional Resolution Meeting shall be conducted in accordance with the following procedures;

1. The parent/guardian shall submit a written request to the Regional Director of scholar Services within 14 calendar days of receiving Aspire Public Schools' decision in the Administrative Review. The request for the Regional Resolution Meeting shall include:
 - a. The specific nature of the decision with which he/she disagrees
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement
2. The Regional Director of scholar Services will hold the Regional Resolution Meeting within 15 school days of receipt of request. A decision regarding the Regional Resolution Meeting shall be conveyed to the parent/guardian in writing within 5 school days of the review.

A parent/guardian may appeal the result of the Regional Resolution Meeting by requesting a Due Process Hearing in accordance with the following procedure;

1. The parent/guardian shall submit a written request to the Senior Director of scholar and Family Services within 14 calendar days of receiving Aspire Public Schools' decision in the Regional Resolution Meeting. The request for a Due Process Hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees

- b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 calendar days of receiving the parent/guardian's request, the Senior Director of scholar and Family Services or designee shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of scholars with disabilities under Section 504.
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

The CEO or designee shall ensure that Aspire Public Schools has taken appropriate steps to notify scholars and parents/guardians of the district's duty under Section 504.

Section 504 Administrators for Aspire Public School

Dr. Ben Gonzales, Ed.D.
Senior Director of scholar and Family Services
1001 22nd Avenue
Oakland, CA 94606
510-434-5000

Bay Area Schools

Lindsey Fuller
Regional Director of scholar Services
1001 22nd Ave
Oakland, CA 94606
510-434-5000

Central Valley Schools

Hugo Vazquez
Regional Director of scholar Services
3311 E. Morada Lane
Stockton, CA 95212
209-647-3047

Los Angeles Schools

Dr. Alejandra Velez, Ed.D.
Regional Director of scholar Services
5901 E. Slauson Avenue
Commerce, CA 90040

Appendix VIII:
Proof of LEA SELPA Membership

Agreement Number: 2650
 (Addendum number: 1)

STANDARD AGREEMENT OR MEMORANDUM OF UNDERSTANDING

SECTION I: To be completed by Program

Program: El Dorado Charter SELPA

Program Director Name: David M. Toston Signature: 

*If expenses exceed \$5,000: Deputy/Associate Superintendent: _____ authorizes contract
 Signature: _____ Date: April 2, 2018

Description of Services: Participation Agreement for Membership in The El Dorado Charter SELPA

Dates of Service: Start: _____ End: _____ This is an **ongoing** agreement, starting April 2, 2018

Vendor Information:

Vendor: Aspire River Oaks Charter School
 Address: 1001 22nd Avenue, Suite 100
Oakland, CA 94606

Vendor Contact: Carolyn Hack
 Phone: 916-979-1788
 E-mail: carolyn.hack@aspirepublicschools.org

Contract Elements – Contract Language and Exhibits:

- Language Required in All Agreements:*
1. Clear definition of services to be provided ✓
 2. Beginning and ending dates of service
(not to exceed single fiscal year, if possible) ✓
 3. Amount of charge for agreement:
 - a. Total amount \$ _____
 - b. Terms of payment and when payments are to be made

- Additional Contract Language for Most Agreements:*
1. Independent Contractor _____
 2. Mutual Indemnity/Insurance _____
 - a. Certificate of Insurance required

- Separate Exhibits for Vendors Working with/around Students:*
1. Background Check/Fingerprinting _____
 2. Mandated Reporter _____
 3. TB Clearance _____

Additional Information:

1. Secure Program Authorizations prior to each payment? Yes No
2. If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note instructions: _____

Designated Program Accountant:									
	FD	RS	PY	OB	GO	FC	L1	L2	Dollar Amount
If expense agreement Charge to:									\$ _____
If expense agreement Charge to:									\$ _____
If expense agreement Charge to:									\$ _____
If revenue agreement Income to:									\$ _____
If revenue agreement Income to:									\$ _____
Income Total									
Expense Total									

Non-Financial

SECTION II: To be completed by Accountant

1. Verify that Section I elements are included in agreement
2. Audit account codes
3. Verify budget NA
4. County Office Transfer? No Yes *If Yes, skip to Section III below.*
5. Complete instruction to Accounts Payable/Accounts Receivable

Accounts Payable

Payment Due Date(s): Monthly Quarterly Semi-Annually Annually Other

Payment Terms: NA

Secure Program Authorizations prior to each payment? Yes No

Accounts Receivable

Accounts Receivable to invoice? Yes No

Invoice Terms: NA

Signature: *[Handwritten Signature]*

Date: 4-17-18

SECTION III: To be completed by Director of Internal Business

Signature: *[Handwritten Signature]*

Date: 4-24-18

SECTION IV: To be completed by Legal if applicable

- | | | | |
|------------------------|--------------------------|---------------------------------|--------------------------|
| 1. Review | <input type="checkbox"/> | 3. Sign/Approve as to form | <input type="checkbox"/> |
| 2. Revise as necessary | <input type="checkbox"/> | 4. Forward to Business Services | <input type="checkbox"/> |

Signature: _____

Date: _____

SECTION V: To be completed by Business Services Program Assistant

Routing Dates:

Vendor W-9:	Requested <input type="checkbox"/>	Received <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>	To Deputy Supt (if applicable): <u>NA</u>
Vendor Certificate of Insurance:	Requested <input type="checkbox"/>	Received <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>	To Accounting: <u>4/11/18</u>
EDCOE Certificate of Insurance:	Requested <input type="checkbox"/>	Received <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>	To Director-Internal: <u>4/20/18</u>
Vendor Mandated Reporter Certificate(s):	Requested <input type="checkbox"/>	Received <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>	To Deputy Supt.: <u>4/26/18</u>
Vendor Background Check:	Requested <input type="checkbox"/>	Received <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>	To Vendor: <u>5/6/18</u>
Vendor TB Clearance:	Requested <input type="checkbox"/>	Received <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>	Distributed: <u>5/6/18</u>
Fully executed agreement received:				Copy for Admin: <input checked="" type="checkbox"/>

- Scan final copy for storage in database, email as appropriate.
- File original agreement in master standard agreement file/binder.

Nisa N. Lyons

From: Nisa N. Lyons
Sent: Monday, May 07, 2018 12:21 PM
To: 'carolyn.hack@aspirepublicschools.org'
Subject: Agreements for Participation - El Dorado COE
Attachments: 4187.01 - Aspire Richmond CA College Prep.pdf; 4163.01 - Aspire Richmond Technology Academy.pdf; 3649.01 - Aspire College Academy.pdf; 2683.01 - Aspire Port City Academy.pdf; 2680.01 - Aspire Summit Charter Academy.pdf; 2652.01 - Aspire University Charter.pdf; 2651.01 - Aspire Rosa Parks Academy.pdf; 2650.01 - Aspire River Oaks Charter.pdf

Good afternoon,

Attached for your records are fully executed copies of your updated Charter SELPA Participation Agreements with the El Dorado County Office of Education.

If you have any questions, please contact me at 530-295-2325.

Thank you,

Nisa Lyons

Program Assistant
Business Services
El Dorado County Office of Education

AGREEMENT FOR PARTICIPATION
EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and Aspire River Oaks Charter School ("LEA"), a California public charter school, collectively referred to as the "Parties."

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. LEA shall not engage in any

activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.

- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. LEA RESPONSIBILITIES

- 2.1 Programs and Services. The LEA is solely and exclusive responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
 - 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.

- 2.1.4. Develop and implement program objectives and the evaluation of the program effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan.
- 2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.
- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their

LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.

- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. SELPA DUTIES AND RESPONSIBILITIES

3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Quality Assurance Process.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.

- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 - 1. Evidenced Based Practices;
 - 2. Program Development and Improvement;
 - 3. Individual cases;
 - 4. State complaints;
 - 5. Requests for due process mediation and hearing; and
 - 6. Appropriate programs and services for specific pupils.
- 3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

3.2. Governance. Organize and maintain the governance structure of the Local Plan including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.

3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.

3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.

3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.

3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.

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

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:

- 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:
- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

2650.01

8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2018-19 year and, absent a new agreement or termination, continues each year thereafter.


Executed on this 8th day of February, 2018.

In accordance with SELPA policy, Aspire River Oaks Charter School
[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA


2/8/18
Date


Signature of CEO of Charter LEA

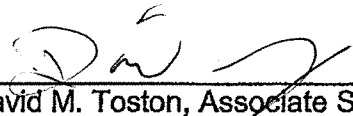
Carolyn Hack, CEO
[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date


Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

4-5-18
Date


David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education

Appendix IX:
Aspire Public Schools' Board of Directors Resumes

Beth Hunkapiller

1333 Pebble Drive, San Carlos, California 94070

650-592-3580 (Home) 650-533-4485 (Cell)

bethhunkapiller @me.com

EMPLOYMENT

Kansas City Star—Journalism Intern—(Summers, 1967-1969)

Los Angeles Times—Journalism Intern—(1970-1972)

Mountain View School District • El Monte, California—(1973-1983)

- *8th Reading and English Teacher—(1973-1977)*
- *Assistant Principal—(1978-1983)*

California Department of Education—(2009 to 2011)

- *Director Charter Schools Division*

EDUCATION

BACHELOR OF ARTS, ENGLISH AND POLITICAL SCIENCE—Oklahoma Baptist University

MASTER OF SCIENCE—University of Southern California

CREDENTIALS

California K - 9 Standard Life Teaching—University of California, Irvine

California Administrative Services—California State University, Los Angeles

RELEVANT EXPERIENCES

Founder, San Carlos Charter Learning Center San Carlos, California

Member, San Carlos School District Board of Education—(1993 to 2013)

Member, California Advisory Commission on Charter Schools—(2002-2011)

*Chairperson, California Advisory Commission on Charter Schools—
(2008-2010)*

Member, Aspire Public Schools Board—(2002-2010; 2012-present)

*Chairperson, Aspire Public Schools Board—(2005-2010; 2012-2015; 2019-
present)*

Member, Charter Board Partners Board—(2015-2018)

Member, Journey Community Schools Board— (2019-present)

Member, Ensemble Learning Board—(2016-present)

Member, Governor’s California Charter Task Force—(2019)

Nisa Frank1014 53rd Street

Oakland, Ca., 94608

(917) 952-5131

nisahara@gmail.com**EDUCATION**

Teachers College, Columbia University Klingenstein Center May 2011
M.S. Ed., Private School Leadership

Bank Street College of Education June 2004
M.S. Ed., Early Childhood

San Francisco State University June 2002
B.S., Child and Adolescent Development

LEADERSHIP EXPERIENCE: SCHOOL ADMINISTRATION

Prospect Sierra School, El Cerrito, CA
 Head of School (TK-8) July 2019-Present

The Hamlin School, San Francisco, CA

Hamlin is an all girls, K-8 school. Hamlin's strengths include an unwavering commitment to its mission to teach girls to meet the challenges of their time, a tight knit community, excellent leadership, solid structures to support essential evolution of curriculum and differentiation of instruction, sound financial strength, and leadership in innovation in the Bay Area.

Head of Lower School (Kindergarten-4th grade) July 2014-present

- Direct supervisor of 30+ faculty members
- Provide and create professional development opportunities for faculty that connect to identified goals
- Observe and evaluate faculty and provide feedback throughout the year. Platforms used include FOLIO
- Partner with parents to create ongoing opportunities to learn about their evolving child and the ways in which the school educates girls to meet the challenges of their time
- Designed, organized, and implemented **Hamlin University**: An educational journey for parents, led by Hamlin faculty. Various courses offered to allow parents a deeper understanding of the happenings of the classroom and beyond. Examples of courses include: *Bully Vs. Mean Behavior*, *Reflect, Repeat, Respond: A guide to difficult conversations with your child*, *My Body-My Friend*, and *Fifth Grade Life Skills*
- Collaborate with administrative team to fulfill strategic goals, including implementing new strategic plan
- Committee member: Technology, Committee on Community, Standing Committee on Program Excellence, Hamlin Global Strategic Planning Committee
- Maintain a vision for innovative curriculum and synthesize current pedagogy and practices
- Lead Support Services Team to create action plans for all students and communicate those plans with parents and outside support
- Maintain positive and productive partnerships with all constituencies, especially parent community
- Facilitate student and parent of color affinity spaces
- Manage budget for the Lower School division supplies, academic program, field trips and events of upwards of \$135K
- Interim Professional Development Coordinator. Managed professional development budget of upwards \$150K, planned fall professional development day, supervised Project Year coaches, facilitated Standing Committee on Program Excellence bi-weekly meetings

Packer Collegiate Institute, Brooklyn, NY

Packer is a co-ed Pre-K-High School community, whose population is upwards of 900 students. Its strengths include effective internal professional development programs, intensive work to develop an equity literate community amongst students, faculty/staff and parents, and a developmentally appropriate curriculum rooted in project-based learning.

Assistant Head of Preschool and Lower School (3 year olds - 4th grade)

July 2012-2014

- Directly supervised 20 Associate Teachers
- Provided professional development opportunities, including bi-weekly meetings to address issues relevant to teacher development throughout the school year
- Provided observation and feedback for all Associate Teachers at least twice a year. This includes post observation meetings
- Formal and Informal observer in Packer's supervision and evaluation model. Provided both written and verbal feedback to support the growth of Head Teachers and Learning Specialists
- Coordinated job search workshops, including resume and cover letter review
- Provided recommendations for employment both written and verbally
- Coordinated hiring for Associate Teaching positions as well as made recommendations for hire to the Head of School. This included vetting all applicants, organizing visits for qualified candidates, and communicating the progression of each candidates process to ensure positive relationships no matter the outcome
- Developed strategies for recruitment and retention of faculty of color and other underrepresented constituencies. This included attending all related job fairs as well as co-organized and co-founded the Packer Candidates of Color Connect workshop: Opportunity for potential candidates of color to hear from administrators as well as inquire about independent school hiring policies and support once hired
- Organized student programs: Lunch sign up, student council, event-centered field trips
- Instituted all division Earth Day planting in Brooklyn Bridge Park
- Participated in development of Packer's writing curriculum. Aligned goals of the curriculum to the Common Core Standards
- Collaborated with Parent Association on yearly initiatives
- Collaborated with Director of Diversity and Diversity Council on yearly initiatives
- Participated in Child Study meetings to help identify student needs and proper supports

Waterside School, Stamford, CT

Waterside School is a co-ed, JK-5th grade school. Its mission is to provide an excellent education to families whose socio-economic status would greatly impact the opportunity to enroll. The school's strengths include a intentional commitment to equity and social justice, internal leadership development of its longstanding educators, and an ability to connect with the community and create a reputation amongst traditional independent schools as a sound feeder into ongoing institutions.

Director of Admission

July 2011-2012

- Clearly communicated the mission of the school to prospective families, outside agencies and community organizations
- Met with all families who submitted applications to the school
- Primary source of outreach by attending all recruitment fairs, visiting pre-schools (feeder schools) in the area and hosting events that invite all interested parties into our school
- Led organization of all admission related events: Open House, "Take A Look" events for prospective families, individual assessments and group visits for prospective students/families
- Administered admission testing to prospective students ages 4 yrs to 4th grade. Familiarity with testing tools such as the ERB, Gesell, PLAI, RAN and the WPPSI
- Led candidate file review committee. Reviewed and selected incoming classes with Head and Assistant Head of School
- Additional responsibilities included: Coordinating after school hour for Jr. Kindergarten and Kindergarten students. Providing students with a time at the end of the day to community build as well as support their learning both academically and social emotionally
- Managed admission associate with daily tasks as well as volunteer committees for admission events.

- *Alumni Relations:* Tracked academic progress of alumni as well as organized activities and workshops for supplemental instruction and enrichment
- Participated in student review committees contributing feedback when necessary

LEADERSHIP EXPERIENCE: CLASSROOM EDUCATOR

The Town School, New York, NY

The Town School is a K-8 co-ed school. Its strengths include innovation in technology and its partnership with established and evolving curriculum, a long standing faculty, strong financial stability, a healthy endowment, and a solid middle school that prepares students well for rigorous high school options.

Second Grade Head Teacher

2004-2011

- Oversaw a classroom of 22 students while mentoring a full time co-teacher
- Experience with and developed Everyday Math and Math in the City Curriculum
- Developed curricular connections between art and math focusing on artists such as Isamu Noguchi and The Quilters of Gees Bend
- Developed reading and writing lesson plans informed by Teachers College Reading and Writing Workshop.
- Created lesson plans and curricular units as well as taught daily in all core subject areas. Lesson plans included integration of technology such as Smartboard Notebook, voicethreads, podcasts and screen casts
- Worked collaboratively with colleagues, the school psychologist, parents and administrative staff to ensure an active and supportive learning environment. This included comprehensive reports, Guidance Team meetings and parent conferences
- Initiated and wrote comprehensive, developmentally appropriate Social Studies curricula for the Second Grade, using Grant Wiggins “Backward Design” as a guide

Board of Trustee Member

2010-2011

Member of the Board of Trustee Diversity Committee

Co-Teacher Advisor

2010-2011

- Provided new co-teachers with professional development opportunities by organizing and leading workshops focused on community building, teaching skills and educational philosophy.

Co- Chair of the Faculty Evaluation Committee

2009-2010

- Developed Town’s first formal faculty evaluation system.

Associate Program Supervisor (First year associate teachers for grades 1st-4th)

2008-2010

- Observed, evaluated, and provided professional development opportunities for all first year associates.

Co-founder, Faculty of Color Group

2007-2011

Member of the Faculty Committee (2 terms):

2007-2011

- An elected body of senior faculty that acts as an advisory group to the Head of School.

Bank Street School for Children, New York, NY

2002-2004

Deeply rooted in progressive education, Bank Street School for Children is a PreK-8, co-ed school. Its strengths include extensive leading research in progressive education, leading efforts in creating diverse and inclusive communities and curriculum, and a strong connection to the graduate school.

Nursery 4 Assistant Teacher and 7/8’s Assistant Teacher: Minority Fellows Scholar

- Served on a faculty advisory committee to develop the Kids of Color group in the Lower School
- Worked with educators and students to establish administrative programs and technology training to further the development of the school

PROFESSIONAL DEVELOPMENT:

2017-2018

NCGS Conference

NCSM Annual Conference

2016-2017

Innovative Learning Conference- Nueva School

2015-2016

Courageous Conversations Conference

NCGS: Global Forum

NAIS Conference

Creating Safe Schools for Gender Non-Conforming Children and Transgender Youth: One day symposium at Vistamar School

2014-2015

The Math Learning Center: Leadership Institute, Denver Colorado

2013-2014

Packer TALL Tuesday (support facilitator): Project Based Learning

2012-2013

Universal Design Learning Workshop at Harvard

Facilitative Leadership Workshop (Critical Friends training)

NYSAIS Global Education Workshop with Homa Tavangar: author of Growing Up Global

Year long writing consultation with Carrie Ekey- Common Core Standard alignment with Packer writing curriculum

Packer TALL Tuesday: Math Inquiry Group

2008-2009

Undoing Racism

Recognizing and Responding to Micro Aggressions

Critical Friends Workshop

NAIS Conference

Responsive Classroom

2005-2006

Grant Wiggins' Understanding by Design Workshop

SEED (Seeking Educational Equity through Diversity) Conference- SEED Leader (2006-2008)

K-8 Math Workshop at Dana Hall

**NAIS Conferences: 2014, 2015, 2016*

**NAIS People of Color Conferences: 2005, 2006, 2007, 2008, 2009, 2011, 2014, 2015, 2016, 2017*

People of Color Conference co-presenter, Our Journey: Creating a Faculty of Color Group (2008)

BOARD MEMBERSHIP

Aspire Public Schools

2016-Present

- Charter School Organization: Including 44 schools across California and Tennessee
- Member of the board governance committee

Bay Area Teacher Training Institute

August 2018

The Town School

- Faculty board member

2010-2011

Aspire River Oaks Charter School, July 1st, 2021 - June 30, 2028

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KAY E. HONG

142 Mayhew Circle, Incline Village, NV 89451

email: khong1360@gmail.com

mobile: 415-216-7577

WORK EXPERIENCE

- 2018 – pres. **PROENZA SCHOULER LLC** **NEW YORK, NY**
Chief Executive Officer and Director
Hired as CEO to turn around highly esteemed, 5x CFDA award-winning American luxury ready-to-wear and accessories business. Defined key customer attributes and end-use strategies, re-set brand and assortment strategies for Mainline, White Label, and Accessories divisions accordingly. Successfully re-launched White Label to capture white space opportunity as a casual, color/print-driven Advanced Contemporary line – doubled sales in 1st re-launched season, providing clear, non-cannibalistic growth strategy for business that had historically been unable to scale. Oversaw implementation of critical operating improvements related to calendar management/delivery timeliness, accessories sourcing, and replacement of antiquated ERP system on time/budget in less than 6 months.
- 2017 – 2018 **TORRID, INC.** **CITY OF INDUSTRY, CA**
Chief Executive Officer and Director
Served as CEO of ~\$800 million rapidly growing, privately held specialty apparel retailer targeting plus size and curvy women. Delivered double-digit comp sales and EBITDA increases. Grew store count profitably by ~100 locations, drove sub-brand development in key categories, focused marketing efforts around tangible product and brand features/benefits and commenced efforts to increase product testing, and reduce time to market. Developed organizational structure and headcount to appropriately support growth objectives. Evaluated and discontinued unprofitable Lovesick division.
- 2003 – 2015 **ALVAREZ & MARSAL** **SAN FRANCISCO, CA**
Managing Director – North America Commercial Restructuring
Equity partner and Executive Committee member of the turnaround and restructuring division of the market-leading global restructuring/professional services firm. Consistent top producer firm-wide in revenue and referral generation. Extensive retail and apparel experience. Specialized in providing C-level interim management for turnarounds and restructurings as well as leading performance improvement initiatives for financially healthy companies. Awarded TMA's Large Company Turnaround of the Year Award in 2012 and recognized as one of Turnaround and Workouts magazine's "People to Watch" in 2013. Representative experience includes:
- **Served as Interim EVP Direct/Chief Marketing Officer and Interim Chief Operating Officer of The Talbots, Inc., a \$1.2B women's specialty apparel retailer.** As EVP Direct/CMO, was responsible for all marketing aspects, including CRM, digital and print marketing, loyalty, credit card programs, web operations and web merchandising as well as creative, visual merchandising, PR, and brand marketing. Subsequently served as Chief Operating Officer, overseeing substantially all back-end functions, including distribution, logistics, customer service, IT, real estate, finance, legal, and HR. Over the course of 2.5-year involvement, LTM Adjusted EBITDA increased ~\$145MM, with single and double-digit % comp sales increases in stores and direct, respectively; gross profit rate improved ~550 bps; and SG&A expense decreased over \$20MM.
 - **Served as Interim CEO and CRO of Harry & David, a \$400 million multi-channel, vertically integrated food gifting company.** Led both the successful operational turnaround and financial restructuring of the company. Raised \$155 million in DIP financing, negotiated and implemented the Plan of Reorganization, which converted ~\$200 million of bonds to equity; raised \$155 million of exit financing, and achieved a distressed termination ruling and settlement with the PBGC to take over the company's pension plan. Oversaw and led operational initiatives to enhance product offering, rationalize assortment, improve gross margins, reduce overhead, reorganize key functional areas, and improve working capital and liquidity management. Increased LTM EBITDA ~\$37 million in 11 months, with single-digit % comp sales increases in direct and stores. Reduced calendar year-end inventory and A/R by over 40%.
 - Lead a comprehensive performance improvement engagement for a ~\$1.5 billion specialty retailer of outdoor equipment and casual apparel. Detailed specific recommendations for improvements to pricing and promotional strategy, brand management, merchandising, sourcing,

logistics, SG&A cost reduction and working capital management.

- Served as restructuring advisor to Eddie Bauer Holdings, Inc., a \$1+ billion specialty apparel retailer. Lead all aspects of cash and liquidity management and assisted in financing negotiations. Led the sale diligence, bid evaluation and auction process, which resulted in a going-concern sale of \$286 million, an increase of over 40% from the stalking horse bid.
- Other notable clients include: Spiegel, Inc., Movie Gallery, Inc., the London Fog Group, lululemon athletica, Columbia Sportswear Company, Nebraska Book Company, and the secured lenders of Oriental Trading Company and Legacy Estates Group.

2000 – 2002 **TELEDESIC LLC** **BELLEVUE, WA**

Director, Finance

Company raised over \$1.2 B in equity capital to build a global broadband satellite network. Promoted from Associate to Director (2 levels) in 1.5 years and participated in Senior Management Committee. Responsibilities included:

- *Business Planning:* Developed new business plan based on revised system design/cost of <\$1B (from previous \$6B+). Created and presented financial models and business plan to vendors, investment bankers, prospective partners and Board.
- *Business Development:* Developed and maintained relationships with potential distribution partners around the world. Created regional business cases and supported efforts targeting anchor vertical market customers. Crafted service strategy, customer value proposition and user specifications for core products. Continually assessed competitive position.
- *Corporate Development/Investment Analysis:* Conducted due diligence on prospective deals on behalf of Teledesic and/or Eagle River LLC (McCaw investment firm). Held primary responsibility for building financial and investment models, evaluating business cases and developing fit analysis.
- *Finance:* Assisted in securing initial vendor financing to fund satellite construction. Conducted periodic company valuations. Supported shareholder communications.

1998 **GOLDMAN, SACHS & CO.** **NEW YORK, NY**

Full Associate, Investment Research

1995 – 1998 **SAN FRANCISCO CONSULTING GROUP** **SAN FRANCISCO, CA**

(Acquired by KPMG Consulting)
Senior Consultant, Network Strategy Group (1997-1998)
Consultant (1995-1997)

NON-EXECUTIVE BOARD EXPERIENCE

2016 – 2017 **BELK, INC.** **CITY OF INDUSTRY, CA**

Director of \$4 billion mid-range to upscale department store with ~300 stores concentrated primarily in the Southeast.

2016 – pres. **ASPIRE PUBLIC SCHOOLS** **CHARLOTTE, NC**

Director and Chair of Audit Committee of one of the U.S.'s highest performing low-income-community charter school systems, serving ~16,000 K-12 students in 40 schools across California and Memphis, TN.

EDUCATION

1999 – 2000 **HARVARD BUSINESS SCHOOL** **CAMBRIDGE, MA**

Masters in Business Administration

1991 – 1995 **STANFORD UNIVERSITY** **STANFORD, CA**

B.S. Biological Sciences. Jordan Scholar.

PROFESSIONAL EXPERIENCE

Oct 2010 • Present	The Golden State Warriors <i>Director, Generation Thrive</i>	San Francisco, CA
Aug 2016 • 2019	The Oakland Promise <i>Program Director, College Access</i> <ul style="list-style-type: none">• Launched 3 Future Center sites, serving a 98% low-income population• Recruitment and management of high-performance team that annually exceeded organizational metrics• Directly coached and managed 8 College and Career Readiness Specialists and a College Access Coordinator that directly supported and advised over 7,500 students (Schools with Future Centers raised their 4-year college enrollment rates in the fall after HS graduation by 13% while other comparable OUSD schools increased by 4%)• Maximized student aid packages with an aggregate of \$100M in student financial aid received; up 7 percentage points from previous years• Identify and secure partners to advance organization mission, executing partnerships with wide range of stakeholders including Student's Rising Above, PG&E, and Salesforce.org• Conducted school site visits to assess program opportunities, determine prescriptive measures and align expectations on annual plan• Co-founded Oakland Promise Equity Council— race and equity development and training for employees• Managed a retrospective evaluation of Future Centers' first two years of implementation with NORC at the University of Chicago <i>Operations & Community Engagement</i> <ul style="list-style-type: none">• Facilitated communication between Mayor's Office, Oakland Unified School District and other lead non-profit agencies in Oakland• Developed strategy and implementation plan to secure \$1M from JP Morgan and Chase Foundation in support of launching financial capability work in Oakland• Facilitated external partnerships: negotiated vendor contracts, coordinated enrichment activities, led family communication and engagement, and fostered relationship with corporate partners• Developed and led student engagement strategy through targeted surveying and guerilla marketing, enabling on-site personnel to meet full student engagement• Responsible for \$500,000 annual budget	Oakland, CA
Sep 2017 • 2019	Oakland Unified School District <i>Coordinator, College Access</i> <ul style="list-style-type: none">• Directly coached and managed 8 College and Career Readiness Specialists that directly supported and advised over 7,500 students• Redesigned continuous improvement process for programs through the setting of key programmatic performance indicators including high school graduation, A-G completion, college matriculation and staff retention.• Create customized year-long plans to prioritize work and establish benchmarks to measure progress• Implement strategic initiatives with partner schools, resulting in an increase in college going culture, college admission and financial aid federal forms completion in OUSD Senior Survey data• Maximized student aid packages with an aggregate of \$100M in student financial aid received; up 7 percentage points from previous years• Managed the 1st OUSD Black College Expo Caravan, where students received 592 college acceptances with over \$2.3 million offered in scholarships	Oakland, CA
2015-2016	KIPP Bay Area Schools <i>Alumni Advisor for under-served students of color</i> <ul style="list-style-type: none">• Advised 250 KIPP Alumni students in college, students had 89% college matriculation rate• Advised 300 high school seniors on financial aid options through individualized advising and customized workshops• Managed salesforce data base for caseload looking at early warning signs for intervention• Identified, streamlined and systemized programming for national alumni advising model for auditing purposes	Bay Area, CA
2015-2013	The Children's Aid Society <i>Program Coordinator, Adolescence Division</i> <ul style="list-style-type: none">• Developed and Managed an equity, results based Mentoring Program for 1st year College Students• Managed and coached 10 Program Associates that worked one-on-one and in groups with students at partnering sites, serving over 2,000 students<ul style="list-style-type: none">• Developed and managed the dissemination of academic, life skills and financial literacy workshops to students in grades 9-12 and through college	New York, NY

- Developed college-going curriculum and training materials to engage students and families
- Facilitated the dissemination of over 500K in scholarships for qualifying, low-income students

EDUCATION

2013-2015	Teacher's College Columbia University <i>Master of Education Policy and Social Analysis, May 2015</i> <ul style="list-style-type: none"> • Graduate Externship with the Eagle Academy Foundation & Annenberg School of Reform 	New York, NY
2009-2013	UNIVERSITY OF CALIFORNIA, Los Angeles <i>Bachelor of Arts in Political Science & African American Studies, May 2013</i> <ul style="list-style-type: none"> • 2013 Chancellor's Service Award Recipient • Leadership: Chief Justice of UCLA Undergraduate Students Association Judicial Board 	Los Angeles, CA

BOARDS/ MEMBERSHIPS

- BUILD.org, Board Member
- Oakland Roots, Community Advisory Board Member
- Oakland NAACP, 3rd Vice President
- BUILD.org, Board Member
- Oakland Roots, Community Advisory Board Member
- Oakland NAACP, 3rd Vice President

WARREN FELSON

12 Via Coralle
Newport Coast, CA 94108
Cell: (415) 933-7511

Canadian Citizen
US Permanent Resident
Email: warren.felson@argosypartners.co.uk

Employment

Since 2000 **Private Investor.** Manage own family office including public and private investments.

ROCKPORT CAPITAL LIMITED London, England

1993-1999 **Principal.** Set up and ran a long/sort U.S. equities hedge fund based on a proprietary computerised trading program using stocks and index futures. Began, then oversaw an on-going research program. Developed trading, execution and rebalancing strategies. Designed and implemented portfolio monitoring and accounting systems.

CODELCO, CHILE Santiago, Chile

1996-2001 **Consultant.** Hired as an industry expert to work with Ernst & Young and UK and New York lawyers during the investigation of a \$164m copper futures loss. Advised on the organisation and analysis of 40,000 trades, interpretation of the results and the potential recovery of losses.

GERALD METALS S.A. Lausanne, Switzerland

1990-1991 **President.** Managed a 45-person company engaged in international trading of aluminum and aluminum products, refined copper and copper, lead and zinc raw materials.

DREXEL BURNHAM LAMBERT LIMITED London, England

1986-1990 **Managing Director.** Managed Drexel Burnham's London Metal Exchange broker-dealer business. Reorganised the group, greatly expanded its customer base, implemented more intelligent market making and started what became the dominant LME options unit. Turned a loss-making business around to successive record profits in 1988 and 1989.

METAL TRADERS, INC. New York, New York

1979-1986 **President** (1985-6). **Senior Vice President** (1982-5). **Vice President** (1979-82). Started up and managed the global copper and aluminum departments which accounted for half of company profits. Initiated financial futures trading.

Prior Copper trader at Gerald Metals, Inc (New York); Member of the Copper Sales Department at Noranda Sales Corp (Toronto); Auditor at Price Waterhouse & Co (Montreal).

Education

HARVARD BUSINESS SCHOOL Boston, Massachusetts

1975-1977 Master of Business Administration with Distinction. First and Second Year Honours. Co-captain Business School hockey team.

MCGILL UNIVERSITY Montreal, Quebec

1968-1973 Bachelor of Metallurgical Engineering with Distinction. Kennecott Scholar. Quebec Iron and Titanium Scholarship. Varsity waterpolo.

Community

- Since 2014 **ASPIRE PUBLIC SCHOOLS** Oakland, California
Director. Elected to the Board of Directors in April 2014. Appointed to the Executive Committee in June 2014. Aspire Public Schools operates 36 charter schools in California serving more than 15,000 students.
- 2015-2017 **ALDER GRADUATE SCHOOL OF EDUCATION** Redwood City, California
Vice Chair, Board of Directors. Founding Board member (June 2015). Chair of the Finance Committee. Alder GSE is a new, non-profit organisation which trains outstanding teachers in charter and district schools using a proven residency model developed at Aspire Public Schools. Until Alder GSE is fully accredited, the M.Ed. degree and teacher credential will be granted by University of the Pacific.
- 2003-2008 **CHELSEA COMMUNITY HOSPITAL SCHOOL** London, England
Chairman, Board of Governors. (2007-8). Chelsea Community Hospital School (www.cchs.org.uk) provides education to children and young people while they are in hospital at one of the school's four sites and for a number of other students who cannot attend mainstream schools due to their medical condition. **Financial Governor** (2004-8). **Volunteer Teacher** (2003-8).
- 2006-2008 **ALBERT HALL MANSIONS (FREEHOLD PURCHASE)** London, England
Chairman, Albert Hall Mansions (Block 5) Freehold Ltd. Led residents in the purchase of the freehold of a property worth £250m (\$500m), largest ever UK enfranchisement.
- 1991-2004 **ALBERT HALL MANSIONS MANAGEMENT LTD** London, England
Director and Treasurer of the co-op's management company (1991-4, 1997-8 and 2001-4). Negotiated settlements totalling £460k (\$800k) to resolve long-standing claims against the former managing agent, a delinquent tenant and the building's senior leaseholder.
- 1987-1989 **LONDON METAL EXCHANGE** London, England
Member. Board of Directors.
- 1983-1985 **COMMODITY EXCHANGE, INC (COMEX)** New York, New York
Member. Nonferrous, Warehousing and New Products, and Arbitration committees.

August 2020

CONTACT INFORMATION:

Carol Ornelas, CEO
Visionary Home Builders of California, Inc.
315 N. San Joaquin Street
Stockton, CA 95202
209-466-6811
cjornelas@visionaryhomebuilders.org

EDUCATION:

- ❖ Morse High School
- ❖ San Diego State University
- ❖ NeighborWorks Achieving Excellence in Community Development with Harvard University's Kennedy School of Government

EXPERIENCE:

For more than 30 years, Carol J. Ornelas, has been CEO of Visionary Home Builders of California, a non-profit residential development company headquartered in Stockton, California. She is a visionary and advocate for providing quality "affordable housing" for families within the Central Valley – Fresno, San Andreas, San Joaquin, Sacramento, and Stanislaus Counties.

A licensed general contractor and an expert in her field of building development, Carol is highly recognized as a leader within the community. Her strength is in building and creating partnerships with citizens of the community, and collaborating with local city and state officials, as well as other agencies to provide quality "affordable housing" for the counties she serves. Under Carol's direct leadership, Visionary Home Builders has built and rehabilitated more than 1,400 rental housing units and more than 900 residential homes for first time homebuyers within San Joaquin, Sacramento, Stanislaus and Merced Counties.

COMMUNITY SERVICE:

Carol is highly involved within the community and serves on numerous boards and committees, including:

- ❖ *Board of Directors – Aspire Public Schools*
- ❖ *Board of Directors - Building Industry Association (BIA), Delta Charter*
- ❖ *Board of Directors - The Haggin Museum*
- ❖ *Board Member - California Coalition for Rural Housing*
- ❖ *Board Member - Affordable Housing Advisory Council – Federal Home Loan Bank*
- ❖ *Board Member - California Housing Consortium – Board of Governors*
- ❖ *Board Member - Housing California*
- ❖ *Board Member - Bank of America National Community Advisory Council*
- ❖ *Board Member - California Partnership for the San Joaquin Valley*

- ❖ *Chairman - Stockton Mayor's Task Force on Affordable & Workforce Housing*
- ❖ *Chairman - City of Stockton Climate Action Team*

AWARDS:

Carol has received numerous awards and achievements including:

- ❖ *2019 California Hispanic Chambers of Commerce Pioneer Empresaria*
- ❖ *2016 Greater Stockton Chamber of Commerce ATHENA*
- ❖ *2015 San Joaquin A+ Spirit of Literacy Award*
- ❖ *2015 Stockton Beautiful Home Award*
- ❖ *2015 John Aguilar Spirit Award*

MEMBERSHIP:

- ❖ *Committee Member - Reinvent South Stockton*
- ❖ *Committee Member - Business Council, Inc. Homelessness Committee*
- ❖ *Committee Member - California Coalition for Rural Housing Diversity-Equity-inclusion Committee*
- ❖ *Council Member - Child Abuse Prevention Council*
- ❖ *Member - National Council La Raza Affiliate Council California Representative*
- ❖ *Member - National Council La Raza Vice President of the Affiliate Council*
- ❖ *Member - Business Council*
- ❖ *Member - California Reinvestment Committee*
- ❖ *Member - Cathedral of Annunciation - Teacher of Religious Education*
- ❖ *Member - San Joaquin County Hispanic Chamber of Commerce – past president*
- ❖ *Member - San Joaquin County Partnership for Families*
- ❖ *Member - University of the Pacific Beyond the Gates Committee*

SKILLS:

Construction Management
 Real Estate Development
 Public Speaking
 Project Management
 Property Management
 Languages: English & Spanish

LESLIE P. HUME

235 Locust Street, San Francisco, CA 94118
(415) 922-2569 • lhume10266@gmail.com

PROFESSIONAL EXPERIENCE

- Research Libraries Group (“RLG”), Mountain View, CA**
Consultant 1991 - 1993
- Evaluated and developed special projects to make archival and manuscript materials available to scholars
- Director of Development & Associate Director of Programs* 1980 - 1991
- Developed funding proposals and managed foundation relations for RLG, a consortium of research universities and independent research libraries dedicated to building a comprehensive, on-line catalog of their collections and developing co-operative programs in collection development, preservation, and shared resources
- Stanford University, Stanford, CA** 1975 - 1977
Teaching and Research Fellow, Department of History
- Lecturer and teaching fellow in Modern European History, British History, and Women’s History

VOLUNTEER EXPERIENCE

- Alder Graduate School of Education, Redwood City, CA**
Chair, Board of Directors 2015 - Present
Member, Board of Directors 2015 - Present
- Aspire Public Schools, Oakland, CA**
Member, Board of Directors 2014 - Present
- The Radcliffe Institute for Advanced Study, Harvard University, Cambridge, MA**
Member, Dean’s Advisory Council 2014 - Present
- Stanford University, Stanford, CA**
Co-chair, Stanford Live Advisory Council 2013 - 2018
Member, Stanford Live Advisory Council 2013 - Present
Arts Advisory Council 2011 - Present
Chair, Board of Trustees 2008 - 2012
Member, Board of Trustees 2000 - 2012
- Chair of the Committee on Academic Planning, Policy, and Management; Chair of the Committee on Development
- Member, Campaign Executive Committee, The Stanford Challenge* 2005 - 2011
Vice-Chair for Parents, Campaign for Undergraduate Education 2000 - 2005
Member, Parents Advisory Board 1996 - 2005
Member, Humanities and Sciences Council 1991 - 2009
Member, National Advisory Panel, Clayman Institute for Research on Gender 1990 - 2010
- The San Francisco Foundation, San Francisco, CA**
Chair, Board of Trustees 2002 - 2005
- Chair of the Board of one of the ten largest community foundations in the nation
- Member, Board of Trustees* 1994 - 2005
- The Breakthrough Collaborative (formerly Summerbridge), San Francisco, CA** 2000 - 2007
Member, Board of Trustees
- A national collaborative dedicated to increasing educational opportunities for motivated middle school students and encouraging talented high school and college students to pursue careers in education. Served on Executive Committee of the Board
- The San Francisco Opera Association, San Francisco, CA** 1988 - 2000
Director and Vice-President, Board of Trustees
- Member of the Board of Directors of the second largest opera company in the nation. Member of the Executive Committee and Chair of the Nominating and Development Committees
- San Francisco Day School, San Francisco, CA** 1979 - 1989, 1993-1999
Co-founder and Founding Member of the Board of Trustees

- Co-founder of San Francisco's first co-educational, K-8 private school, with 400 students. Chair of the Board of Trustees 1996-1999, Chair of the Nominating, Development and Strategic Planning Committees

Bay Area Discovery Museum, Sausalito, CA

1991 - 1997

Member, Board of Trustees

EDUCATION

Stanford University, Stanford, CA

1970 - 1979

- Ph.D, History. Major Field of Concentration: Modern Britain. Minor Fields of Concentration: Russia and Modern Europe

Radcliffe College, Cambridge, MA

1965 - 1969

- B.A., History. Magna cum laude

PUBLICATIONS

- The National Union of Women's Suffrage Societies, 1897-1914 (Garland Press, 1982)
- Ed. Victorian Women: A Documentary Account of Women's Lives in Nineteenth-Century England, France, and the United States (Stanford University Press, 1981)
- Co-editor, Garland Series in British History
- Miscellaneous reviews for journals and academic presses

ANTHONY BARKETT

EDUCATION | UCLA Graduated 1986 Double Major
in Economics and Political Science

University of the Pacific, McGeorge School of Law
Juris Doctor 1991 Admitted to Practice Law in CA 1991

**WORK
EXPERIENCE** | Emerald Properties, Partner. 1986-2000

Developed, managed apartments in Sacramento, CA
Constructed, Managed hotel properties in San Diego, CA
Farming almonds in Stanislaus County
Developed, built and managed Eastland Plaza shopping Center in
Stockton, CA

Law office of Anthony M Barkett 1993-2005
Practiced law in Stockton, CA specializing in land use, government
relations affordable housing, personal injury.

Stockton East Water District 1994-present
Business and Political consultant for SEWD. Coordinating State and
Federal lobbying efforts. Serve as liaison for district with City of
Stockton, SJ County and other local water districts.

Lodi Stadium 12, managing member LLC 2001-present
Developed, built and manage downtown Lodi Cinema and related
retail center.

Stockton City Center 16, LLC managing member 2003-present
Developed, built and manage downtown Stockton movie theater and
related retail

Moss Gardens, LLC managing member 2002-present
Developed and sold 250 unit subdivision in Stockton, CA. Now own
and manage grocery store shopping center in Mesa, AZ

Affordable Energy Systems, LLC managing member 2008-present
Built and operate 12 solar systems throughout the State of CA

Oliveto, LLC Managing member 2008-present
Planted and manage walnuts, olives in Linden, CA

TR Land, LLC Managing member 2014-present
Developing 212 unit subdivision , 200 unit apartment complex in Manteca, CA

Pupukahi, LLC Managing member 2016-present
Developed and built commercial shopping center in Nanakuli, HI

3leaf Holdings LLC General counsel 2009- present
Serve as general counsel for a holding company that specializes in Affordable housing in CA and Hawaii

Board member of Amesite Inc 2018 to present
Publicly traded artificial intelligence software company providing technology solutions for higher education markets

**COMMUNITY
INVOLVMENT**

Board Member and Past president of ACLC, Inc now Visionary Home Builders 1990-2004

Board Member and Past president of Downtown Stockton Alliance 1998- present

Board Member Boys and Girls Club 2009-10

Member of Rotary 2006-8

Founder and President of Ready to Work 2017-present
501c 3 devoted to helping homeless and previously incarcerated men obtain self-sufficiency through work.

Member Stockton Country Club 1991-present.

Together with my wife Rima, we supported many other local charities through the years.

Appendix X:
Aspire Public Schools' Proof of Tax-Exempt Status

Internal Revenue Service

Date: January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
426 17TH ST # 200
OAKLAND CA 94612-2820

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Ms. Lumpkins # 31-08344
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

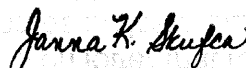
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

Appendix XI:
Aspire Public Schools' Articles of Incorporation, Bylaws,
Conflict of Interest Code and Conflict of Interest Policy

2158316

A0742630

FILED *Amended*
Secretary of State
State of California

JUN 24 2013

icc

CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF THE
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.

3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.

4. This corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true of our own knowledge.

DATED: 6/20/2013, 2013

James Willcox
James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

James Cleveland
James Cleveland, Secretary

ARTICLES OF INCORPORATION
OF
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.



I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 25 2013

Date: _____ *Jm*

Debra Bowen
DEBRA BOWEN, Secretary of State

AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of

all debts and liabilities of this Corporation shall be distributed to a public school that meets all the Notice the requirements, or to the State, political subdivision of the State, or agent instrumentality thereof.

ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

ARTICLE 5: DIRECTORS

Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) Elect and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges,

hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than thirteen (13), with the exact authorized number of Directors to be determined by the Board from time to time.

Section 5.3 Term of Office; Election

(a) The Directors shall each serve until the later of June 30th of the final year of their term, or the date his or her successor is elected. A term is four (4) years. A Director may choose and be elected to serve another term and cannot serve more than two consecutive terms.

(b) Directors shall be elected by a majority vote of the Directors at a Board meeting, including the vote(s) of any Director whose term of office expires with that meeting.

(c) The Chairperson of the Board shall be selected by a majority vote of the Directors at the last meeting of the fiscal year. The Chairperson shall serve a one (1) year term and may serve an additional two (2) consecutive terms. Additional terms may be extended by a unanimous vote of the Board of Directors.

(d) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(e) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(f) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

Section 5.4 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 5.5 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.6 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.7 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

Section 5.8 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

Section 5.9 Non-Discrimination

This Corporation shall not discriminate on the basis of ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, military and veteran status, or marital status, in hiring, firing or admissions.

ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 6.1 Place of Board Meetings

Board meetings shall be conducted and held at any place within California that has been identified in compliance with the provisions of the Ralph M. Brown Act and Ed Code 47604.1.

Section 6.2 Meetings

All meetings of the Board of Directors shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act and Ed Code 47604.1. The Board of Directors shall meet at least four (4) times a year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. Meetings shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 6.3 Regular Meetings

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy- two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 6.4 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the CEO, or any four (4) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M.

Brown Act and Ed Code 47604.1, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act and Ed Code 47604.1, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

Section 6.5 Quorum

During open session, a majority of the directors present then in office and present in jurisdiction, as defined by Ed Code 47604.1, shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 6.6 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act and Ed Code 47604.1 are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from within jurisdiction;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.7 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act and Ed Code 47604.1.

ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 7.1 Place of Board of Directors Meetings

Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within or outside of California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

Any Board of Directors meeting may be held by conference, telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting;

(ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 7.3 Regular Meetings

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors shall hold regular and special meetings for purposes of organization and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 7.4 Authority to Call Special Meetings

Special meeting of the Board of Directors for any purpose may be

called at any time by the Chairman of the Board, if any, the CEO or the Secretary, but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special meeting exists.

Section 7.5 Notice of Meetings

Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, electronic mail, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 7.6 Waiver of Notice and Consent to Hold Meetings

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

ARTICLE 8: COMMITTEES

Section 8.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of at least two (2) or more Directors to serve at the pleasure of the Board. Meetings of committees pursuant to Article 6 of these bylaws shall

comply with the provisions of the Ralph M. Brown Act Ed Code 47604.1, including those provisions concerning advisory committees as set forth therein.

Minutes of each such meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

Section 8.2 Executive and Compensation Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive and Compensation Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive and Compensation Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board including but not limited to

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;

2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. Contracts requiring Board approval, namely lease agreements and contracts valued at \$250,000 or more that fall within the Board approved organizational budget;
4. Student discipline matters requiring Board review;
5. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
6. Executive Committee meeting minutes;
7. Quarterly financial statements;
8. CEO evaluation recommendation;
9. CEO and CFO compensation recommendation;
10. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
11. Organizational policies, including, but not limited to, signing authority, expense, and routine compliance policies;
12. Local Control and Accountability Plans for each individual Aspire school;
13. Construction project budgets for any project less than \$2M; and
14. Urgent matters that arise unexpectedly between board meetings.

Section 8.4 Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least two (2) Directors and may include voting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 8.5 Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

Section 8.6 Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 9: OFFICERS

Section 9.1 Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

Section 9.2 Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 9.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 9.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal,

disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

Section 9.6 Responsibilities of Officers

Chief Executive Officer (CEO). The CEO shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositors as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

ARTICLE 10: RECORDS AND REPORTS

Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

The principal changes in assets and liabilities, including trust funds, during the fiscal year;

The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;

The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;

Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more

than \$50,000; and

Any other information required under these Bylaws.

The report shall be accompanied by any report of independent accountants or, if there is no such report, by the certificate of an authorized officer of this Corporation that such statements were prepared without an audit from the books and records of this Corporation.

Section 10.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate.

For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 11.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total

number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 11.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 12.1 Contracts with Directors and Officers

No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without

unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 12.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 13: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 14: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Section 15.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

Section 15.2 Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify


that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Amended and Restated Bylaws consisting of sixteen (18) pages were adopted as the Bylaws of the Corporation by the Directors of the Corporation on March 5, 2020, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on March 5, 2020.

DocuSigned by:

By: Mary Cha-Caswell
Its: Corporate Secretary

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency’s code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the **Aspire Public Schools**(“Aspire”).

Members of the Board and the Chief Executive Officer must file their statements of economic interests electronically with the **Fair Political Practices Commission**. All other individuals holding designated positions must file their statements with **Aspire**. All statements must be made available for public inspection and reproduction under Government Code Section 81008.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS
APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Operating Officer	1, 2
General Counsel	1, 2
Chief of Staff	1, 2
Chief People Officer	2
Chief Schools Officer	1, 2
Chief Academic Officer	2
Area Superintendent	1, 3
Associate Superintendent	3
Director of Finance	2
Director of Facilities	1, 2
Vice President – People	2
Vice President – Education	2
Vice President – Advancement	2
Director of Employee Relations	3
Director of Technology Operations	3
Senior Director Data & Systems	2
Director of Operations	1, 2
Senior Director of Special Education	3
Director of Student Services	3
Financial Analyst	2
Finance Manager	3
Principals	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure requirements in this conflict of interest code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant/new position, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

**CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS**

The following positions are NOT covered by the code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

- Chief Financial Officer
- Controller

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS
APPENDIX B
DISCLOSURE CATEGORIES

Category 1: Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction or located within two miles of an existing school.

Category 2: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by Aspire Public Schools.

Category 3: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by the designated position's department. For the purposes of this category, the term department refers to the specific area of responsibility for the following positions: Area Superintendent, Associate Superintendent, Director of Employee Relations, Director of Technology Operations, Senior Director of Special Education, Director of Student Services and Finance Manager. For the purposes of this category, a Principal's department is his or her entire school.

Appendix XII:
Aspire Public Schools' Uniform Complaint Procedures



Book	Policy Manual
Section	1000 - Governance
Title	Uniform Complaint Procedures (UCP)
Code	1015.2
Status	Active
Adopted	February 8, 2019

UNIFORM COMPLAINT PROCEDURES (UCP)

Aspire Academy

Adopted by our Governing Board or authorized designee (here and after "the board") on August 8th, 2019

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Aspire Academy of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

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 violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

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.

The Responsibilities of Aspire Academy

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by Aspire Academy that are subject to the UCP.

Aspire Academy developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by our board.

- According to state and federal codes and regulations, the programs and activities subject to the UCP are:
- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)

- Child Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

The programs and activities subject to the UCP in which Aspire Academy implements are:

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Compensatory Education
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- School Safety Plans
- Schoolsite Councils

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

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.

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.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools.

Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

In order to identify appropriate subjects of state preschool health and safety issues, we also have a notice that is posted in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

Filing UCP Complaints

When Filing Pupil Fees UCP Complaints

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

When Filing All UCP Complaints

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Aspire Academy to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

- a. The findings of fact based on the evidence gathered.
- b. Conclusion of law.
- c. Disposition of the complaint.
- d. The rationale for such a disposition.
- e. Corrective actions, if any are warranted.
- f. Notice of the complainant's right to appeal our Decision to the CDE.
- g. Procedures to be followed for initiating an appeal to CDE.

UCP Complaint Investigation

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is

Name or title: Regional Director/Manager of Student Services Unit or office:

Address:

Phone: 209-647-3047

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

Aspire Academy will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

UCP Complaint Resolution

If Aspire finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall to go all affected pupils and parents/guardians.

If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board.

The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

We are aware that all complaints and responses are public records.

UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our Decision of a UCP complaint to the State Superintendent of Public Instruction (SSPI) or his or her designee at the CDE (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.

To appeal our Decision of all UCP complaints except State Preschool Health and Safety Issues the complainant must file a written appeal within 15 days of receiving the Decision to the SSPI.

To appeal our Decision of State Preschool Health and Safety Issues only the complainant must file a written appeal within 30 days of receiving the Decision to the SSPI.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint to our board at a regularly scheduled hearing.

The SSPI shall comply with the requirements of 5 CCR section 4633 and shall provide an Investigation Report to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues complaint and its remedy or proposed remedy.

Legal

California Education Code (EC) 200, 220, 222, 234.1-234.5, 262.3
 California Education Code (EC) 32280–32289
 California Education Code (EC) 33315, 35186
 California Education Code (EC) 46015, 47606–47606.5, 47607.3, 48645.5, 48645.7, 48853, 48853.5, 48985, 49010-49013, 49069.5
 California Education Code (EC) 51210, 51223, 51225.1, 51225.2, 51228.1–51228.3
 California Education Code (EC) 52060-52075
 California Education Code (EC) 52300–52462
 California Education Code (EC) 52500– 52616.4
 California Education Code (EC) 54440–54445
 California Education Code (EC) 64001
 California Education Code (EC) 65000
 20 United States Code (U.S.C.) section 6301 et seq.
 California Education Code (EC) 8235.5, 8200–8493; 8500–8538,
 34 Code of Federal Regulations (CFR) sections 299.11

Appendix XIII:
Aspire Public Schools' Discrimination and Harassment
Policy (Embedded within the Employee Handbook)



Aspire CA Employee Handbook



Dear Aspire Teammate:

Welcome to the Aspire Public Schools family! Reading this letter means you have signed up with 2,100+ mission-driven teammates like you that wake up each morning dedicated to changing the odds for young scholars and their families. We suspect that something powerful brought you to Aspire and Aspire to you. Maybe it is a common love of children, maybe for teaching, maybe for making the world a more equitable place. Whatever our common 'why,' we are thankful we are together in this important work.



Our vision, unchanged since our founding in 1998 as the first charter management organization ("CMO") in the country, is that "Every student is prepared to earn a college degree." Our scholars are graduating today at a rate that is 3x the national average for students of similar demographics, a testament to the dedicated, innovative work of teammates like you across Aspire over the years. At the same time, we still have a meaningful ways to go to achieve our vision.

Our **EQUITY BELIEFS** guide our work – individually and collectively. They are a bit of our "secret sauce," if you will. Being part of Aspire means committing with everything you have to:

- **Understand** the significant difference between equity and equality.
- **Develop** school environments where all students are actively and meaningfully engaged in rigorous instruction.
- **Interrupt** the "school to prison pipeline" policies and practices that are directly and indirectly pushing the most at-risk students out of school and on a pathway to the juvenile and criminal justice systems.
- **Engage** families as partners in meaningful ways in our work.
- **Build** the capacity of diverse teams that are reflective of our students.
- **Nurture** an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional, and often difficult.

We appreciate that our Equity Commitments require a lot. Do not worry, we are a learning culture, here to support one another's growth. Expect to develop new tools in the work, to appreciate our communities more deeply, to refine your lens toward inequities in our institutions, and to understand yourself better. That all IS the work.

Aspire commits to doing its part in maintaining a culture that allows us all to do our best work. When we fall short, which we at times will, we promise to learn and improve. The following Handbook captures our formal policies and practices that guide how we treat one another with professionalism and respect. We update the handbook continually to ensure we comply with all federal, state, city and local employment laws and regulations.

Our ask of you. While we have guidelines, rules and standards in this Handbook, none substitute for good judgment, common sense, personal integrity and upholding strict ethical standards in our daily work. If you have questions about anything in (or not in) this Handbook, please contact your Manager, Principal, or the Human Resources Department. We are here to help and learn. During our orientation process, we review some of the key policies in this Handbook. However, it is your responsibility to carefully review and model the information to help us create and maintain a safe, healthy and productive work environment.

Aspire is honored to have you join our team. Our 17,000+ scholars and families are counting on us.

With gratitude,

Anupam Mishra
Chief People Officer

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1. INTRODUCTION

1.1 Introductory Statement

This Employee Handbook (“Handbook”) describes Aspire Public Schools’ (“Aspire”) basic policies and procedures. We believe that good performance depends in part on how well-informed you are. This Handbook explains the terms and conditions of employment for all employees, principals, and managers, so that you will know what to expect and what is expected of you.

This Handbook also outlines the programs we have developed to benefit you as part of our team. One of our key objectives is to provide a work environment that promotes teamwork and integrity. The Handbook was developed with this in mind. To be sure you understand how we create this kind of environment, we expect you to read and comply with all provisions of this Handbook, and to ask your Manager, Principal, or the Human Resources Department about anything that is unclear to you.

No handbook can anticipate every circumstance or question about a policy. So, as we continue to grow, we might need to revise, supplement, or rescind policies or portions of the Handbook, with the exception of the at-will policy. Aspire Public Schools, at its sole and absolute discretion, reserves the right to change this Handbook as we deem appropriate, with the exception of the at-will policy. To the extent possible, we will inform you about these changes. The only recognized deviations from the stated policies, including but not limited to the at-will policy, are those authorized and signed by the Chief Executive Officer, or an authorized representative.

Nothing in this Handbook, oral statements or representation, or any including benefit plan descriptions creates, or is intended to create, an employment contract between Aspire Public Schools and any employee that is inconsistent with the Employment-At-Will policy in this Handbook.

Nothing in this Handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in this Handbook or in any other document or policy is intended to limit any concerted activities by employees relating to their wages, hours or working conditions, or any other protected conduct. Furthermore, nothing in this Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to, or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission (“EEOC”) or any other federal, state or local agency charged with the enforcement of any laws.

While you review this Handbook, please be aware that this Handbook is supplemented by Aspire’s addendum specific to your state, which will be provided to you. If you have any questions regarding which laws apply to you based on the state or states where you work, please contact Human Resources.

This Handbook incorporates, by reference, the 2017 addendum published by Aspire for your state.

This Handbook summarizes the policies and practices in effect at the time of publication, and it replaces all previously issued handbooks and any policy or memoranda that are inconsistent with the policies described here, with the exception of the at-will policy. While this Handbook lists many policies at Aspire Public Schools, there are also policies and practices unique to specific departments or schools. Your Principal, Supervisor, Senior Executive, or Human Resource Representative will provide you with additional policies for your specific department or location.

Remember, if you have any questions regarding any policies; please contact your Principal, Supervisor or the Human Resources Department.

1.2 Employment-At-Will

All employment at Aspire is “At-Will”. Whether you are a temporary or regular full-time or part-time employees, you or Aspire Public Schools may terminate this employment relationship at any time, for any reason, with or without cause or notice. This Handbook does not change the at-will nature of employment at Aspire Public Schools, and it is not a contract, express or implied, guaranteeing employment for any specific duration. Nothing in this Handbook creates a contract binding the employee or Aspire Public Schools to an agreement of employment for a specific period of time. No one other than the Chief Executive Officer, or the Chief Executive Officer’s authorized representative, has the authority to enter into any agreement with you for employment for any specified period or to make any similar promises or commitments. Such agreement must be in writing signed by the Chief Executive Officer, or the Chief Executive Officer’s authorized representative.

1.3 Equal Employment Opportunity

Aspire Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available person in every job. Aspire Public Schools prohibits unlawful discrimination based on the following legally protected characteristics: race, color, creed/religion, sex, pregnancy (including childbirth, lactation and related medical conditions), age (40 and above), national origin, ancestry, physical or mental disability, genetic characteristics (including testing), sexual orientation, veteran status, uniformed service member status or any other consideration made unlawful by federal, state, or local laws. This policy also includes prohibiting discrimination based upon a perception that anyone has any of the characteristics listed above, or is associated with a person who has or is perceived as having any of those characteristics. Such discrimination is a violation of Aspire’s policy and may be unlawful under federal and/or state law.

Aspire Public Schools is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of Aspire Public Schools and prohibits unlawful discrimination by any employee of Aspire Public Schools. This policy of equal employment opportunity applies to all policies and procedures relating to recruitment and hiring, compensation, benefits, termination, and all other terms and conditions of employment.

In accordance with applicable law, Aspire will extend all legal rights and responsibilities to same sex spouses on the same basis as it extends those rights and responsibilities to opposite sex spouses.

See your state addendum for more information and policies specific to your state.

1.4 Disabilities and Pregnancy—Reasonable Accommodation

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, Aspire will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee, unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result. Any employee who requires an accommodation in order to perform the essential functions of his or her job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact Human Resources to request such an accommodation. Human Resources will communicate with the employee and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation(s) may be appropriate. In some cases, this interactive process may be triggered without a request from the

employee, such as when Aspire receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform his or her essential job functions.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. Aspire will evaluate information obtained from the employee, and possibly his or her Health Care Provider or another appropriate Health Care Provider, regarding any reported or apparent barriers or limitations, and will then work with the employee to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on Aspire and/or pose a direct threat to the health and/or safety of the individual or others, Aspire will generally make the accommodation, or it may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation, and being willing to consider alternative accommodations when applicable.

Aspire will also consider requests for reasonable accommodations for medical conditions related to pregnancy, childbirth and lactation where supported by medical documentation and/or as required by applicable federal, state or local law.

In addition, Aspire will not discriminate against an employee because she is pregnant or treat an employee that it knows is pregnant differently from a non-pregnant person whose ability or inability to work is similar to that of the pregnant employee. "Pregnancy" means "pregnancy, childbirth, or medical conditions related to pregnancy or childbirth, including recovery from childbirth."

Aspire will provide certain reasonable accommodations in the workplace to pregnant employees upon the advice of a physician. If you believe that you need such an accommodation, please advise Human Resources. Any information regarding the foregoing will be kept confidential to the extent required by law.

Aspire will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. Aspire will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

Employees should discuss with Human Resources or other appropriate persons the location for storage of expressed milk. Employees may also provide their own portable small storage unit or cooler for keeping expressed breast milk cold.

Aspire will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in the same manner that it addresses other non-incapacitating medical conditions, including requested time off for medical appointments, requested changes in schedules and other requested accommodations.

Because some lactation accommodation requirements differ by state, the employee should contact Human Resources or another appropriate manager during the employee's pregnancy or before she returns to work to identify her need for a lactation area or to make any other arrangements necessary under this policy.

Employees who wish to request unpaid time away from work because of a qualifying disability should speak to Human Resources regarding a proposed accommodation.

1.5 Religious Accommodation

Aspire will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to Aspire.

Aspire has developed an accommodation process to assist employees, management, and Human Resources. Through this process, Aspire establishes a system of open communication between employees and Aspire to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. The intent of this process is to ensure a consistent approach when addressing religious accommodation requests. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and his or her request for accommodation to the attention of Human Resources to initiate the accommodation process. Aspire requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

1.6 Standards of Conduct

As an employee at Aspire Public Schools, you have the responsibility to conduct your work with integrity and consideration, and to treat those you encounter at work in an ethical manner. The behaviors listed below reflect the Core Values of Aspire, however the list is not exhaustive.

As a representative of Aspire Public Schools, you are expected to uphold the values summarized here, and to use good judgment at all times.

- To provide high-quality, cost-effective services to Aspire's students and families.
- To follow Aspire rules, as well as any other site-specific policies.
- To treat fellow employees, students and the families of the diverse populations we serve in a manner that fosters teamwork and cooperation, regardless of position, station, or relationship.
- To act with integrity while representing Aspire Public Schools and conducting business for Aspire.
- To follow all laws, regulations, and the spirit of the law while at work and in relationships connected to your employment. This includes state and federal laws regarding students' rights, employment law, and business and educational practices.
- To understand and follow all regulations and laws, as well as Aspire's policies, regarding student rights and student safety, and to respect staff-student boundaries at all times.
- To prepare and maintain all student, family and proprietary Aspire data, records and reports accurately, truthfully and confidentially; and to ensure the security of the equipment that stores or conveys such information, including computers and available programs, facsimile (fax) machines and lines, paper documents, and related equipment and accessories.
- To always act in ways that support Aspire's Core Values of Quality, Customer Service, Collaboration, Ownership, and Purposefulness.

- To follow all regulations and laws, as well as Aspire’s policies, regarding student rights and student safety; and to respect staff-student boundaries at all times.

1.7 Religious Neutrality

As a public charter school, Aspire cannot promote the agenda of any religious denomination or religiously affiliated entity. It is both proper and important for teachers to objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with society, literature, or the arts. Instruction shall identify principles common to all religions and foster respect for the multiple creeds practiced by the peoples of the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the schools. Instruction about religion must not favor, promote or demean the beliefs or customs of any particular religion or sect.

Staff shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces. Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students. They shall not lead students in prayer or participate in student-initiated prayer. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

School and classroom decorations may express seasonal themes that are not religious in nature.

Aspire does not intend to impose restrictions on freedom of dress and adornment which may violate an individual's civil rights or which impose particular codes of morality or religious tenets. Appropriateness and moderation in all things, concern for the health and safety of students and staff, and the avoidance of distractions to the educational process are the guiding principles of the employee dress code.

1.8 Voluntary Open Door Policy

At Aspire, we value what effective collaboration can do to foster a strong team, improve public education and enable employees to work to their full potential. We also recognize that with change and progress, conflict can arise. Open communication is a way to achieve successful, collaborative working relationships.

Employees are free to speak directly with their Principal, Supervisor, Area Superintendent, the Human Resources Department or any member of the management team if they have any concerns or questions. In particular, Aspire welcomes employees to

- examine and discuss issues, seek information, offer ideas, and explore and resolve problems as they arise
- stay aware of changes in procedures, policies and general information
- communicate ideas, suggestions, personal goals, or problems as they affect your work
- resolve issues directly with each other whenever possible before discussing them with others
- communicate directly with your Supervisor or Principal, or another member of management, depending on the nature of the issue

If you feel there is something we can do to make employment at Aspire Public Schools a more rewarding experience, you are welcome to do the following:

- Respond to the Annual Employee Surveys
- Contact your Regional Human Resources Manager
- Contact your Area Superintendent
- Approach a Human Resources Representative or member of the Management team when he or she visits your school site

1.9 Anti-Harassment Policy

At Aspire, we are committed to providing a work environment free of unlawful harassment. Aspire policy prohibits sexual harassment and unlawful harassment based on the following legally protected characteristics: race, color, creed/religion, sex, pregnancy (including childbirth, lactation and related medical conditions), age, national origin, ancestry, physical or mental disability, genetic characteristics (including testing), sexual orientation, veteran status, uniformed service member status or any other consideration made unlawful by federal, state, or local laws. Any such harassment will not be tolerated. This policy applies to all persons involved in the operation of Aspire, including but not limited to, supervisors, managers, other employees, students, students' family members, and vendors. See your state addendum for more information and policies specific to your state.

Sexual Harassment Defined

Applicable state and federal laws define sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as a basis for employment decisions affecting an individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list of examples:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters, websites, emails, online postings, or text messages;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about any employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations;

- Physical conduct such as touching, assault, or impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment by a manager or supervisor, or harassment by persons doing business with or for Aspire including vendors, parents, guardians and volunteers.

Certain types of misconduct may be sexual harassment even though they have no sexual content and may not be gender-related.

Other Types of Harassment

Aspire also prohibits nonsexual harassment based upon any characteristic protected under state or federal law. Examples of harassing behavior include, but are not limited to, the following conduct:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures, websites, emails, online postings, or text messages;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Harassment Complaint Procedure

Aspire encourages you to report any incidents of harassment immediately so that your complaint can be quickly and fairly resolved. All incidents of harassment that are reported will be investigated. If you feel you have been harassed on the job or become aware of the harassment of others, you are welcome to inform the offender that this behavior is unwelcome. You should also make a written or verbal complaint to your Supervisor, Manager, Human Resources Representative, or any other member of management as soon as possible. Make your complaint as detailed as possible by including

- the time, date and place of the incident;
- a description of the harassing behavior;
- the names of individuals involved and any witnesses;
- direct quotations of what you heard; and
- any other evidence (notes, pictures, cartoons, etc.).

When Aspire receives your complaint, we will

- conduct a timely, thorough and objective investigation;
- make a determination regarding the reported harassment;

- communicate it to the employee who made the complaint and to the accused harasser(s);
- if warranted, take appropriate disciplinary action up to and including terminating the employment of the harasser(s);
- take appropriate action to deter any future harassment;
- prohibit retaliation against an employee who complains of prohibited harassment or who participates in an investigation;
- take disciplinary action up to and including terminating the employment of an employee who makes an intentionally false allegation of harassment.

Please be aware that the Federal Equal Employment Opportunity Commission (EEOC) and various state agencies investigate and prosecute complaints of prohibited harassment, discrimination or retaliation in employment. If you believe you have been harassed, discriminated against or retaliated against for resisting or reporting harassment, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book and online at www.eeoc.gov.

Liability for Harassment

Any employee who engages in prohibited harassment is subject to discipline up to and including immediate termination of employment. An employee who engages in prohibited harassment may also be held personally liable for monetary damages.

See your state addendum for more information and policies specific to your state.

1.10 Policy Prohibiting Bullying and Intimidation

Aspire believes that all students have a right to a safe and healthy school environment. The district, schools and community have an obligation to promote mutual respect, tolerance and acceptance.

Aspire will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes, but is not limited to, direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Aspire expects employees to immediately report incidents of bullying to the Principal or designee. Employees who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period whether on or off campus, and during a school-sponsored activity.

1.11 Personnel Files

The information recorded in your personnel file is extremely important. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. to Aspire immediately.

Employees may inspect their personnel file in the presence of a representative of Aspire. Please contact your Supervisor to schedule a convenient time. You may request copies from your file of all documents. If you desire, you may add a written statement to your file explaining any disputed item.

Employees also may inspect their payroll records upon request, and may obtain a copy of these records at their own expense. Aspire will comply with all inspection requests within 21 calendar days, unless it is impossible to do so.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, Aspire will cooperate with - and provide access to your personnel file to - law enforcement officials or local, state or federal agencies in accordance with applicable law.

Health/medical records are not included in your personnel file. These records are confidential. Aspire will safeguard them from disclosure and will divulge such information only 1) as allowed by law; or 2) to the employee's personal physician upon written request or permission of the employee.

2. EMPLOYMENT PROCESS

2.1 Job Postings, Promotion and Transfers

Aspire is committed to the professional growth and development of employees and to equal employment opportunity. When vacant or newly created positions become available, they will in most cases be posted on the Aspire Public Schools website, although exceptions to this policy may be authorized.

To apply for an open position, submit a current resume along with an Internal Application to the Recruiting team at jobs@aspirepublicschools.org. To be considered eligible for transfer or promotion, you must

- meet the minimum position qualifications and be able to perform the essential functions of the job with reasonable accommodations;
- have held your current position for at least six months; and
- be in good standing in your current position.

2.2 Credential Requirements

If you are a credentialed employee, you must meet certain requirements to become employed and to maintain continued employment.

See your state addendum for more information and policies specific to your state.

2.3 Employment Health Screening Process

All Aspire Public Schools employees must meet their state's requirements for health screening to become employed and to maintain continued employment.

All prospective employees undergo screening for tuberculosis (TB), and are required to complete a TB Risk Assessment Questionnaire and/or a PPD (TB) test dated within 60 days from their hire date. Every employment offer is contingent upon a TB status that is negative from an active infection. An employee will not be scheduled for work until the health screening is completed and cleared. TB Clearances are valid for four years from the date they are administered, at which time the employee will be required to obtain a new TB Risk Assessment Questionnaire and/or a PPD (TB) test and provide documentation demonstrating that the test was negative.

2.4 Fingerprinting, Background Check and Disclosure of Criminal Convictions

Aspire complies with all federal and state requirements for fingerprinting prospective employees prior to their beginning work. New hires must successfully complete the applicable background check process prior to their first day of work.

Following completion of the background check process, employees are required to comply with relevant federal and state laws regarding disclosure of criminal convictions. Teachers and administrators also are required to disclose convictions which would automatically revoke their licenses within five days of the conviction. Failure to report a conviction in accordance with federal and state laws and this policy may subject employees to criminal liability and/or may result in disciplinary action, up to and including termination of employment.

See your state addendum for more information and policies specific to your state.

3. EMPLOYEE POLICIES AND STANDARDS OF CONDUCT

3.1 Employment of Relatives

1. No one with supervisory responsibility will hire or recommend for hire any family member, defined as a parent, grandparent, spouse, domestic partner, significant other or individual with whom the employee is romantically involved, child, sibling, or any corresponding in-law, step-, adoptive relative, or anyone residing on a permanent basis in the Supervisor's home.
2. No employee will be directly supervised or evaluated by a family member as described in paragraph one of this policy. Additionally, family members may not be employed under the same immediate supervisor.
3. Employees hired prior to adoption of this policy are exempt from this guideline, except when the proximity of family members as described in paragraph one of this policy is deemed by the Aspire Public School Governing Board to be detrimental to the operation of Aspire Public Schools, or where the proximity of family members could create an actual or potential conflict of interest.
4. The hiring of family members as described in paragraph one of this policy is also prohibited if it results in a conflict of interest with vendors of the Aspire Public Schools.
5. In the event of a lack of candidates, a need for specialized skills, or unique circumstances, the restriction against hiring family members, as described in paragraph one of this policy, may be waived in the best interest of Aspire Public Schools upon recommendation of a member of the Senior Leadership Team accompanied by the approval of the General Counsel.
6. When other qualified candidates have not applied, task assignments of short duration (generally less than sixty working days), may be exempt from these guidelines.

3.2 Solicitation and Distribution

Aspire has established rules applicable to all employees and nonemployees that govern solicitation and distribution of written material and access to Aspire property. Strict compliance with these rules is required.

- Employees may engage in solicitation activities only during nonworking times. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working hours of the employee or employees at whom such activity is directed;
- Employees may distribute or circulate any written or printed material only in non-work areas, during non-working times. No employee shall distribute or circulate any written or printed material in work areas at any time;
- Under no circumstances will nonemployees be permitted to solicit or to distribute written material for any purpose on Aspire property; and
- Off-duty employees are not permitted in work areas.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for Aspire; it does not include break periods, meal periods, or periods in which an employee is not performing and is not scheduled to be performing services or work for Aspire.

Exceptions to Solicitation Prohibition

Solicitation of monetary or other forms of contribution is permitted with the prior written approval of Human Resources only when the solicitation is in support of an effort that is directly related to the operation of the school or worksite, as, for example, holding a school fundraiser for a trip or for scholarships that can benefit any eligible student.

3.3 Aspire Bulletin Boards and Online Sites

Aspire bulletin boards and online company sites (e.g., MyAspire, school site websites, Aspire’s Facebook page) are Aspire information channels. Employees are responsible for regularly checking and reading the bulletin boards and for following the rules, regulations and instructions posted there. All Aspire bulletin boards are official bulletin boards. Postings on bulletin boards are subject to approval and should be confined to matters that are related to school business.

3.4 Outside Employment

You may hold outside jobs as long as you meet the performance standards of your job with Aspire Public Schools. Please inform your Supervisor of any other employment commitments you have made. You will be judged by the same performance standards as other employees and expected to meet Aspire’s scheduling requirements, regardless of any outside work. Outside employment that constitutes a conflict of interest is prohibited. To avoid potential conflicts, if you wish to engage in outside employment, you must submit a written request to Human Resources explaining the details of the outside employment. If authorization is given, Aspire will not assume any responsibility for the employee’s outside employment. Specifically, Aspire will not provide workers’ compensation coverage or any other benefit for injuries occurring from or arising out of such outside employment. Authorization to engage in such outside employment will be reviewed based on the individual circumstances involved and can be revoked at any time.

3.5 Whistle Blower Policy

We Encourage A Speak Up Culture

Choosing to speak up about workplace concerns helps builds a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

Follow Aspire’s Commitment to our Code and the Law

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

Raise Good Faith Questions and Concerns About Conduct that May Violate our Code

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our “Code” should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire’s policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire’s contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in this Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission (“EEOC”) or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of this Handbook address the confidentiality of Aspire’s trade secrets and other proprietary information. (See Section 3.11.) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is: (A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

Aspire Does Not Tolerate Retaliation

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee's salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;
- Threatening an employee who has made a report;
- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire's policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

How to Raise Questions and Concerns

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency about conduct believed to

violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

What Aspire Will Do

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

Adherence to This Policy

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

3.6 Media Contact

To ensure that Aspire communicates with the media in a consistent, timely and professional manner about company matters, we ask that you do not respond to media inquiries on Aspire's behalf without authorization. You should notify the Director of Communications, Vice President of Advancement, or your Area Superintendent that you have been contacted by the media whenever you are asked to speak on behalf of Aspire so that Aspire knows that a media inquiry has been made. This rule does not prevent you from speaking with the media, but you should not attempt to speak on behalf of Aspire unless you have specifically been authorized to do so by the Director of Communications.

3.7 Child Abuse Reporting

Aspire Public Schools is committed to the well-being and safety of all of our students. We are very strict about the required reporting of suspected child abuse. **See your state addendum for more information and policies specific to your state.**

3.8 Professional Boundaries with Students

Purpose

These policies are intended to guide you in conducting yourself in a way that reflects the high standards of behavior and integrity required of employees at Aspire Public Schools.

Professional Boundaries

This policy and the examples are intended to specify the boundaries between students and other individuals employed by or associated with Aspire. Crossing the boundaries of a student/employee relationship is deemed an abuse of power and a betrayal of public trust. Although this policy provides direction, it is your obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. Some activities that may seem innocent from your perspective might be perceived as flirtation or sexual insinuation from the viewpoint of a student or parent. One simple standard is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me, or, if I knew it was going to be on the front page of the paper?”

It is important that you understand your responsibility for ensuring that you do not cross the boundaries discussed in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. We recognize there are certain parts of this policy that may not apply if you are a parent of a student, or are employed in certain positions, such as a school counselor.

Examples of Inappropriate Behaviors

The following behaviors are examples of violations of this policy:

- Giving gifts to a student that are of a personal and intimate nature.
- Any type of unnecessary physical contact with a student in a private situation.
- Kissing of any kind.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments, including sexual jokes, texts, emails or other communication.
- Seeking emotional involvement with a student for your benefit, including discussing inappropriate personal troubles or intimate issues with a student.
- Becoming involved with a student in such a way that a reasonable person may suspect inappropriate behavior.
- Allowing students in your home (unless you are a parent of a student and have personal relationships with the other parent families).
- Sending emails, text messages or letters to students with messages unrelated to school activities or assignments.
- Inviting students to join social networks or being “friended” by students is highly discouraged. You will be held responsible if students are thereby exposed to inappropriate or unprofessional content, including words or pictures. Refer to Section 3.9, Social Media, below for more guidance.

Examples of Cautionary Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their Supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Being alone in a room with a student at school with the door closed.
- Giving students a ride to/from school or school activities.
- Excessive attention toward a particular student.

Examples of Appropriate Behaviors

- Interaction with students, including through the use of electronic media or technology, where the message is limited to school assignments and activities.
- Keeping after-class discussions with a student professional and brief.
- Keeping the door open when meeting alone with a student.
- Asking another staff member to be present when you must be alone with an emotional student.
- Keeping reasonable space between you and your students. Stopping and correcting students if they cross your own personal boundaries.
- Giving students praise and recognition without hugging. Pats on the back, high fives and handshakes are acceptable.
- If you are waiting with students to be picked up, bringing the last remaining student to a main public waiting area.
- Getting school and parental written consent for any after-school activity, or to take students off school property for activities such as field trips or competitions.
- Keeping parents informed when a significant issue develops about a student.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Informing your Supervisor/Principal about conflicts with students or situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop and report unacceptable behavior of students or coworkers.
- Keeping your ethical conduct a high priority.
- Asking yourself if your actions are worthy of your job and career.

3.9 Social Media

Social media can mean many things, including all means of communicating or posting information or content of any sort on the Internet, whether or not associated or affiliated with Aspire, including to your own or someone else's social networking site, such as Facebook, Instagram or LinkedIn; blogs and other online journals, diaries, opinion pages, and public profiles; personal web site; bulletin boards and chat rooms; micro-blogging, such as Twitter; and the posting of video on YouTube and similar media, as well as any other form of electronic communication. Social networking also includes permitting or not removing postings by others where a staff member can control the content of postings, such as on a personal profile or blog.

Aspire recognizes that you may use social media off-duty or as a part of your work. Use of social media presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, Aspire has established these guidelines for appropriate use of social media. (See also Section 3.3, Aspire Bulletin Boards and Online Sites.)

Guidelines

- The same principles and guidelines found in Aspire's policies and Core Values apply to your activities online, including but not limited to those policies that pertain to Workplace Violence, Harassment, Staff/Student Interaction, and Standards of Conduct. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved.
- Any unauthorized disclosure, use, and dissemination of personal information regarding minors is forbidden and may result in disciplinary actions, including termination of employment.
- Keep in mind that any of your online conduct that adversely affects your job performance, or the performance of fellow employees, may result in disciplinary action up to and including termination of employment. Additionally, employees may be asked to remove any content that does not meet the rules and guidelines of this policy and/or that may be unlawful.

First, Be Thoughtful

1. Understand that what you think is private in the online world often has the possibility of becoming very public—without your knowledge or consent. Carefully review your privacy settings or establish separate accounts for private personal use and work.
2. Recognize that as a public employee, your conduct could mistakenly be viewed by others as representing your school, even when you're using your personal account. The power of social networking is that these sites instantly connect you with colleagues and anyone associated with the people or institutions you list.
3. Take time to reflect before you post; once you post content, you usually cannot pull it back.
4. If you have connected with, or "friended", students on a social networking site, consider removing the connections, as it is difficult to control the content from you and others on your social profile that the students are able to view.

5. Maintaining online connections with students can also put other colleagues in your social networks at risk, because the students with whom you are connected may be able to read your colleagues' posts.
6. If you're concerned about the implications of removing "friends," include a message that explains you are doing so in response to a new school policy.

Tips When Off Duty

Be mindful that your postings, even if done off-premises and off-duty, could have an adverse effect on you, Aspire and its stakeholders, fellow employees, students, families and the communities we serve. Use the following guidelines when using social media off-duty:

1. Express only your personal opinions. Never represent yourself as a spokesperson for Aspire, unless you have been authorized to do so by the Director of Communications. If the content you are posting endorses Aspire's products or services, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of Aspire. If you do publish a blog or post online related to the work you do or subjects associated with Aspire, make it clear that you are not speaking on behalf of Aspire if that will not be obvious from the content or context of your posts. It is best to specifically post "#notanofficialspokesperson" or state "The postings on this site are my own and do not necessarily reflect the views of Aspire."
2. You are strongly discouraged from inviting students and families to join social networks or to be "friended" by students. Insofar as such behavior occurs, exercise good judgment about any content that is shared on the site, as you will be held responsible for any exposure/access by students and families to content, including words or pictures, that violates this policy or any other Aspire policy.
3. Never disclose Aspire's confidential information as defined in Section 3.9 ("Property") of the Employee Handbook, including Confidential Information, or content about students, even if not directly named.
4. Do not post pictures of students or share student information, including grades, on social media sites.
5. Keep in mind that bloggers and commentators are personally responsible for their content on blogs and social networking sites and can be held personally liable for commentary that is considered maliciously false, obscene, or confidential by any third party.

Tips When On Duty

When you engage in social networking, please keep in mind that we have spent substantial time and resources building Aspire's reputation and goodwill. Use the following guidelines when using social media for purposes of performing your job responsibilities:

1. Social networking for personal purposes should not be conducted while you are on working time.
2. Social networking sites can be used to add value to our instructional efforts. Content should be relevant and help achieve Aspire's purposes or goals.

3. Be professional. Review Aspire’s Mission Statement as well as its five Core Values (Purposefulness, Quality, Collaboration, Customer Service, and Ownership) to help guide expectations of professional judgment and communication when expressing your opinions in connection with your performance of your job responsibilities.
4. Use group sites or pages whenever possible to connect with students or families for student-generated content.
5. Only post approved photographs of staff and students. Appropriate permissions for public use must be obtained and will be held by Aspire.
6. Don’t disclose Aspire’s confidential information as defined in Section 3.10 (“Property”) of thisHandbook.
7. Do not comment as an Aspire representative on anything related to legal matters, litigation, or any parties to litigation involving Aspire without the appropriate approval.
8. You are reminded that you should have no expectation of privacy while using company equipment or facilities for any purpose at any time, including authorized blogging and other social media activity. Your public postings may be subject to review by anyone, including Aspire.

Duty to Report and Prohibition Against Retaliation

We all have a shared responsibility to ensure the safety of staff and students. Aspire policies and classroom guidelines, along with state and federal laws regarding educational privacy, apply in online settings. If you believe that anyone is violating this policy, it is your responsibility to speak up. Please submit any complaints to your School Administrator or Human Resources. All reports shall be as confidential as possible under the circumstances, in accordance with applicable law. It is the duty of the administrator to investigate and thoroughly report the situation.

Aspire prohibits taking adverse action against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy, or for cooperating in an investigation regarding a violation of this policy, will be subject to disciplinary action, up to and including termination of employment.

These guidelines will continually evolve as new technologies and social networking tools emerge, so please review them on a regular basis. If you need clarification of any aspect of these guidelines, contact your Principal or your Human Resources representative.

3.10 Employment Verification and References

Aspire policy permits the Human Resources Department to provide official references by verifying only the dates of employment and title of the last position held for current and former employees. No other Supervisor, Manager, Director, or employee is authorized to release official reference information, so all requests for official references on behalf of Aspire must be forwarded to the Human Resources Department. Current or former employees requesting verification of employment or their salary or wages must put their authorization in writing and submit it to the Human Resources Department. No additional information will be provided in response to an official request for a reference.

3.11 Property, Including Business Confidential Information

To avoid loss of Aspire property, Aspire has safety plans that specifically set out rules and procedures for maintaining control of entrances, exits and restricted areas, and other related security issues. You are expected to abide by these specific regulations and good security practices in general.

Aspire property includes not only tangible property like desks and laptops, but also intangible property such as information, including student records and grades. This information is one of Aspire's most important assets. Given the nature of the work we do here at Aspire, protecting business proprietary and confidential information is essential. All employees share responsibility to ensure that proper security of information is maintained at all times.

In the service of Aspire's mission, Aspire may share otherwise proprietary information (e.g., best practices) with other schools and outside parties. If you receive a request from an outside party for either paper or electronic copies of Aspire documents, you may provide documents that have been prepared specifically for publication and dissemination. Otherwise, you should direct the request to the Home Office or Aspire's Chief Operating Officer in order to seek approval from the appropriate person before disseminating documents.

Business Confidential Information

Confidential information is defined as Aspire's proprietary information, trade secrets and sensitive information.

"Confidential Information" refers to a piece of information, or a compilation of information, in any form (on paper, in an electronic file, or otherwise), related to Aspire's business that Aspire has not made public or authorized to be made public, and that is not generally known to the public through proper means.

The following are examples of Confidential Information:

- Student information, lists, cumulative files, health files and Individual Education Plans;
- Employee health and medical records;
- Financial and marketing data;
- Process descriptions, research plans, formulas and trade secrets;
- Business plans and methods;
- Databases;
- Systems;
- Intellectual property;
- Projections and financing methods;
- Methods of competition;

- Cost of operations and other accounting information;
- Marketing strategies;
- Projects and proposals;
- Research, development and inventions; and
- Technological prototypes.

Confidential business information shall not be deemed to include any information otherwise generally available to the public (other than as a result of an unauthorized disclosure) or information like wages, job descriptions and other items relating to terms and conditions of employment (with the exception that employees are not authorized to disclose any compilation of such information obtained in the course of their employment at Aspire).

Additionally, employees who by virtue of their performance of their job responsibilities have the following information should not disclose such information for any reason, except as required to complete job duties, without the permission of the employee at issue: social security numbers, driver's license or resident identification numbers, financial account, credit or debit card numbers, or security and access codes or passwords that would permit access to medical, financial or other legally protected information.

Federal law provides that student information may not be disseminated except under certain limited conditions. (Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g, 34 CFR Part 99). Employees are subject to appropriate discipline up to and including termination of employment for knowingly or unknowingly revealing confidential information as defined above.

Further, employees are hereby notified that under the 2016 Defend Trade Secrets Act (DTSA): (1) no individual will be held criminally or civilly liable under federal or state trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that: (A) is made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney; and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public; and, (2) an individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document contain the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

Obligations on Termination

When your employment with Aspire Public Schools ends or at any time upon request, you must return all Aspire documents, computer records and other Aspire property in your possession or control. These items may include, but are not limited to, the following:

- Computer equipment and software;
- Professional books and binders received during training;
- Dictionaries and other reference materials;

- Textbooks, leveled books, classroom books, library books and consumable workbooks;
- Bulletin boards, posters, office supplies, etc.

This is true regardless of purchase method; that is, furniture, equipment and supplies are Aspire property regardless of whether they were purchased directly using a purchase order or credit card, or purchased by the employee but later reimbursed by Aspire through its expense reimbursement process.

3.12 Technology Use and Privacy

Aspire provides various Technology Resources to assist you in performing your job duties for Aspire. Each employee has a responsibility to use Aspire’s Technology Resources in a manner that increases productivity and complies with the law and Aspire policy. Failure to follow applicable law as well as Aspire’s policies regarding its Technology Resources may lead to disciplinary measures, up to and including termination of employment.

Technology Resources consist of all electronic devices, software and means of electronic communication including, but not limited to, the following:

- Computers (desktops, laptops, workstations, mini- and mainframe, iPads);
- Peripheral equipment such as printers, modems, fax machines, copiers, and removable storage devices;
- Computer hardware such as disk drives and tape drives;
- Computer software applications, associated files and data, including software that grants access to external services, such as the Internet; and
- Telephones, cellular phones, pagers, voicemail systems and electronic mail.

Generally, employees are given access to Aspire’s various technologies based on their job functions. Employees whose job performance will benefit from the use of Aspire’s Technology Resources will be given access as appropriate and necessary. Additionally, employees may be required to successfully complete Aspire-approved training before being given access to Aspire’s Technology Resources.

Aspire’s Technology Resources are to be used primarily for conducting Aspire business during working time. You may, however, use Aspire’s Technology Resources for limited personal use during working time. Personal use should take place outside working time, including break time, whenever possible. All personal use must comply with Aspire rules and applicable law.

Employees have no right to privacy in their business or personal use of Aspire electronic equipment and Aspire reserves the right to review all such use at any time for any business reason. Aspire assumes no responsibility or liability for the following:

- Loss, damage, destruction, alteration, disclosure, or misuse of any personal data or communications transmitted over or stored on Aspire’s Technology Resources;
- Loss or non-delivery of any personal electronic mail or voicemail communications or any personal data stored on any Aspire property;

Aspire is aware that employees use electronic mail for correspondence less formal than written memoranda. However, you should not let informality become prohibited use. The following are some examples of prohibited behavior:

- Sharing unlawfully discriminatory, harassing, explicit, obscene, threatening or violent messages, jokes, or cartoons;
- Unauthorized use of copyrighted materials;
- Disclosing confidential business or proprietary information of Aspire or third parties;
- Seeking personal or financial gain; or
- Any other purpose that is illegal, or violates any Aspire policy.

Privacy

All messages sent and received, including personal messages, and all data and information stored on Aspire's electronic mail system, voicemail system, or computer systems are Aspire property regardless of the content. Aspire reserves the right to monitor and access all of its Technology Resources including its computers, voicemail and electronic mail systems at any time and for any reason, in its sole discretion. As such, you should understand that you have no right of privacy with respect to use of Aspire electronic equipment, including, but not limited to, any messages or information created or maintained on Aspire's Technology Resources, including personal information or messages. Even if you use Aspire equipment to access your own personal email account, these communications may be stored on Aspire equipment. To the extent the communications are stored on Aspire equipment, Aspire may access, monitor and review such items for any business reason in compliance with applicable law.

Some of Aspire's Technology Resources are password-protected to prevent unauthorized access to information, and not to provide any right of privacy to employees. You are expected to maintain your passwords as confidential, not to share passwords and not to access coworkers' systems without permission.

Aspire Property and Information

Aspire is very sensitive to the issue of protecting the confidential and proprietary information of both Aspire and third parties. You are expected to use good judgment and to adhere to the highest ethical standards when using or transmitting Confidential Information, as defined above in Section 3.9, Property, Including Confidential Information, on Aspire's Technology Resources.

Confidential Information should not be accessed through Aspire's Technology Resources in the presence of unauthorized individuals or from devices not authorized by Aspire. Similarly, Confidential Information should not be left visible or unattended. All Confidential Information transmitted via Technology Resources should be marked with the following confidentiality legend: "This message contains confidential information. Unless you are the addressee (or authorized to receive for the addressee), you may not copy, use, or distribute this information. If you have received this message in error, please advise [sender's name] immediately at [sender's telephone number] or return it promptly by mail."

All software in use on Aspire’s Technology Resources is officially licensed software. Before loading, transferring or copying any software from an Aspire Technology Resource to another computer or device, you must request permission and receive written authorization from the IT Administrator.

Aspire has installed a variety of programs and devices to ensure the safety and security of Aspire’s Technology Resources. Aspire may perform auditing activity or monitoring to determine compliance with these policies. Audits of software and data stored on Aspire’s Technology Resources may be conducted without warning at any time. Any employee found tampering or disabling any of Aspire’s security devices will be subject to discipline up to and including termination of employment.

3.13 Professional Development and Performance Review

At Aspire, we encourage the professional development of all employees. If you are an educator, Aspire provides summer training before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day instructional leadership and access to external workshops. Extensive training and attentive mentorship cultivate additional skills. For employees who are not educators, Aspire provides you with periodic formal and topical training sessions as well.

All supervisors are strongly encouraged to facilitate Professional Development Discussions with each employee as part of an ongoing, year-round development process. These reviews may be formal or informal, and verbal or written. The purpose of the review is to support you in your role. Outside of annual reviews, the role of the supervisor is to give timely feedback throughout the year.

In addition, Aspire encourages employees to pursue external professional development opportunities such as workshops or additional certifications. Aspire may cover the cost of this professional development, or may provide current employees with financial assistance in the form of Tuition Reimbursement as part of its benefits package. We encourage you to talk with your immediate supervisor about additional development opportunities and specific career paths. Aspire pays nonexempt employees for time spent attending required development courses and trainings in accordance with applicable law.

3.14 Attendance and Punctuality

Regular attendance and punctuality are important factors in your ability to do your job effectively and are requirements for employment at Aspire Public Schools. Excessive absenteeism, tardiness, or not adhering to requirements of the attendance and leave policies, may result in corrective action, up to and including termination, unless the reason for the absence or tardiness is legally protected or otherwise excused. In addition, Aspire will assume you have voluntarily resigned if you are absent three consecutive workdays without authorization or notice to your Supervisor, unless the reason is legally protected.

You are expected to call your Supervisor or Principal as far in advance as possible when you will be late or absent. The minimum call-in requirement is two hours before your scheduled start time, but your Supervisor or Principal may establish more stringent requirements as needed.

If your Supervisor is not available when you call, follow your school or department’s pre-established instructions. You must call in for each day of your absence unless your Supervisor gives you different instructions. Calls made by friends, relatives, or another employee to your Supervisor will not be considered proper notification, unless you are incapable of communicating directly. Messages left with someone other than your Principal, Supervisor or other designated person is unacceptable.

3.15 Personal Appearance

Aspire Public Schools strives to maintain a professional atmosphere, which is achieved partly through the image employees present to our students, students' families, visitors and communities. As such, Aspire expects that your grooming, hygiene and dress will be appropriate to the work area and work performed. If your department or school has dress requirements specific to your position, your Supervisor or Principal will discuss them with you. While Principals and Department Directors are responsible for maintaining their school's or department's grooming standards, good personal hygiene and cleanliness of attire is mandatory and is your responsibility. Here are some guidelines:

- **Clothing and Jewelry:** You should wear clean, pressed work attire that is appropriate for your job duties. A general rule to follow is to groom and dress within the standards normally observed in business and educational communities.
- **Scents and Odors:** Some students and employees may be sensitive to strong perfumes, colognes, or odors. In order to maintain a respectful workplace where consideration is shown for the health and comfort of students and fellow employees, you are asked to wear scents in moderation.
- **Casual Dress Days:** One day a week may be set as casual dress day at the discretion of the location or department leadership. Aspire or college-themed clothing is encouraged. General appearance and attire must still present a professional, business-casual image.

It is your Supervisor's responsibility to determine if your dress and hygiene meet location standards. If they do not, you may be asked to go home and change. Nonexempt employees will not be paid for the time taken off for this purpose. Repeated noncompliance with the dress and hygiene standards may result in corrective action, up to and including termination of employment.

If you have questions about this policy, direct them to your Supervisor, Principal or the Human Resources Department.

Religious, Pregnancy, Medical and Disability Accommodations

Aspire will reasonably accommodate exceptions to this policy if required due to an employee's religious beliefs, pregnancy, medical condition or disability. Employees who need such an accommodation must contact their Supervisor or Human Resources.

3.16 Personal Phone Calls and Cell Phone Usage

Aspire issues or pays for individual cellular phones for employees who are required to be in close contact with the school or office at all times. While cell phones are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use for the safety of themselves and others.

All employees are required to be professional and conscientious at all times when using Aspire-issued or personal cell phones during work hours. Senior Leadership Team members, Principals, Directors and employees requiring a cell phone due to the nature of their role are eligible for Aspire-issued cell phones. For employees in these positions, requests should be addressed in the hiring process and approved by the employee's Manager or Supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org.

Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones with no cost to either the organization or the employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. In that case, once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

Usage

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your cell phone service.

If you are not issued an Aspire cell phone you are discouraged from using your own personal cell phone for business use. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. Any messages left on your voice mail inbox are accessible through your work email.

Personal cell phone use is not permitted during working time. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working. Employees using their personal cell phones while on their meal or rest break should not be in work areas or in areas where their conversation would be disruptive to the study or work of others.

This subsection ("Usage") applies to employees who began employment with Aspire in or after April 2016.

Lost, Damaged, or Stolen Cellular Phones

Our corporate contract with Verizon **does not** include cellular phone insurance, so employees should make every effort to protect and look after their Aspire-issued cellular phones. In the event your phone is lost, damaged, or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

Leaving Aspire?

Upon termination of your employment, you must return your Aspire-issued phone or any phone that is paid for by Aspire to the TechOps team at the Home Office where it can be re-issued to another staff member or e-wasted if deemed necessary. All cellular phones paid for by an employee may be kept by the employee. Cellular phone service dedicated to an existing employee will be shut off immediately following the last day of employment with Aspire.

Driving

Aspire has a zero tolerance policy regarding the improper use of a cell phone while driving:

- For the safety of our employees and others, it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone, or you must utilize the hands-free option on the cell phone or a headset/earpiece device.

- Sending, writing, or reading text-based communications on your cell phone while driving an Aspire vehicle or a personal vehicle on Aspire time is prohibited.
- Absolutely no texting while driving is allowed.
- Violation of this policy will result in disciplinary action up to and including termination of employment.

Certain states have specific rules regarding use of electronic equipment while driving. If an employee receives a traffic citation for violation of the law, the employee will be responsible for all fines and other liabilities.

Personal Telephone Calls and Texting

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

As mentioned earlier in this policy, you are discouraged from using your own personal cell phone for business use.

This subsection (“Personal Telephone Calls and Texting”) applies to employees who began employment with Aspire in or after April 2016.

Aspire Public Schools reserves the right to amend or alter the terms of this policy.

4. PAYROLL POLICIES

4.1 Payroll Classifications

All employees of Aspire fall into certain legally recognized payroll classifications. You should be aware of which classification(s) may apply to your position, as this affects conditions of your employment such as eligibility for overtime and company-sponsored benefits. If you have questions, submit them to your Supervisor or Human Resources.

Nonexempt

Nonexempt employees are classified under state and federal wage and hour regulations as eligible for overtime wages in compliance with applicable federal and state law. Nonexempt employees are paid an hourly wage and must record their hours worked.

Exempt

Exempt employees are classified under state and federal wage and hour regulations as ineligible for overtime wages. Exempt employees are generally paid a salary.

Regular Full-time

Regular full-time employees are those who are normally scheduled to work and do generally work 30 hours or more per week. Regular full-time employees are eligible for company-sponsored benefits if they meet all eligibility requirements.

Regular Part-time

Regular part-time employees are those who are normally scheduled to work and do generally work fewer than 30 hours per week. Part-time employees are generally not eligible for company-sponsored benefits, unless otherwise required by applicable law or applicable plan documents. However, part-time employees who are regularly scheduled for between 20 and 29 hours per week, and who have worked for at least one year at 30 or more hours per week, may be eligible for some benefits on a pro-rated basis (see below) in accordance with Aspire policy and applicable law.

Part-Time Benefited

Part-time Benefited employees who have been employed by Aspire for at least one year as a full-time employee, and who then drop to .5 FTE or greater (20 or more hours) generally are eligible for the same insurance benefits as Regular full-time employees, at a slightly higher cost. Paid Time Off benefit will be reduced to 50% of FTE. Notwithstanding, if required by applicable law, sick time will accrue at a rate of 1 hour for every 30 hours worked for nonexempt (hourly) employees. If required by applicable law, sick time will accrue at a prorated rate based on FTE for exempt employees.

Temporary

Temporary employees are employed for short-term assignments to supplement the workforce, complete special projects, or serve as interim replacements. Short-term assignments will generally be for a period of six months or less. Temporary employees are not eligible for benefits except for those legally mandated.

Substitute

Substitute employees work only on an “as needed” basis, and are not eligible for benefits except for those legally mandated.

4.2 Wage and Hour Policies

Workweeks

Aspire Public Schools operates on a seven (7) day workweek beginning at 12:01 a.m. Sunday morning and ending at midnight Saturday. The normal full-time work schedule is forty (40) hours in a workweek. Alternative schedules may be available for certain positions and in accordance with applicable law. Overtime may be required from time to time, but must be previously authorized.

Work Schedules

Scheduling is done according to the needs and requirements of the particular school or location. Your Supervisor will assign your individual work schedule. From time to time, an employee’s work schedule may require changes to meet business requirements. Should this become necessary, your Supervisor will give you reasonable advanced notice of your new schedule.

Aspire expects you to be at your work station at the start of your scheduled shift and ready to perform your work. If you are not, you are considered tardy.

Recording Work Time and Time Off

Your Supervisor or Principal will advise you how to record your work hours for payroll purposes. A time sheet is a legal document that must accurately show attendance for exempt employees and actual hours worked for nonexempt employees on a daily basis. Recording another employee’s information without proper authorization or falsifying any information will result in discipline, up to and including termination of employment.

Nonexempt employees record hours worked by using either the time card and Replicon clock system or time sheets, as directed by their Supervisor. A nonexempt employee’s arrival, departure and meal break times must be recorded accurately.

When an employee receives a paycheck, he or she should verify immediately that all working time was recorded accurately and that the total pay reflects all hours worked as well as all compensated time off. Any errors on an employee’s timecard should be reported immediately to the employee’s Supervisor, who will correct legitimate errors.

Nonexempt employees should not work any time that is not authorized by their Supervisor. Nonexempt employees are prohibited from working “off the clock” (i.e., without reporting the time worked). An employee should not start work early, finish work late, work during a meal break, or perform any other extra or overtime work unless the employee is directed to do so. If an employee has any questions about when or how many hours the employee is expected to work, he or she should contact a supervisor or Human Resources.

It is a violation of Aspire’s policy for anyone to instruct or encourage another employee to work “off the clock,” to incorrectly report hours worked, or to alter his or her own or another employee’s time records.

If anyone directs or encourages an employee to incorrectly report the total hours worked, or to alter another employee's time records, the employee should report the incident immediately to a supervisor or Human Resources. Working "off the clock" or directing another employee to do so may result in discipline up to and including discharge.

Exempt Employees

An exempt employee must be paid on a salary basis. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each pay period, which cannot be reduced because of variations in the quality or quantity of the employee's work. In general, an exempt employee will receive his or her salary for any week in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees are required to report full days of absences from work due to vacation, sick leave, personal business, etc.

However, an exempt employee will not be paid for days not worked in the following circumstances:

- When an exempt employee takes one or more full days off for personal reasons other than sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available vacation time to make up for the reduction in salary;
- When an exempt employee takes one or more full days off from work due to sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available sick time to make up for the reduction in salary;
- When an exempt employee works only part of the week during his or her first and last week with Aspire, the employee will be paid only for the days actually worked; and
- When an exempt employee takes unpaid leave under the Family and Medical Act and corresponding statutes, Aspire will not pay for such days/hours of absence.

An exempt employee's salary will not be reduced due to service as a juror, witness, or for lack of work.

Meal and Rest Breaks

Aspire provides meal and rest breaks in accordance with applicable laws. It is Aspire's policy to comply with all laws regarding meal and rest breaks.

If an employee works in a state where there are no applicable meal or rest break requirements, Aspire will provide break time as appropriate, subject to operational needs and supervisor discretion. Aspire does not contract to provide such break time in these states.

Any rest breaks of short duration (lasting between five and 20 minutes) will be counted as "hours worked" and paid accordingly. Meal breaks lasting 30 minutes or more are not considered "hours worked" for purposes of federal law and will not be paid for nonexempt employees. Nonexempt employees are required to clock out for any break of 30 minutes or more.

Employees must be completely relieved from work duties during any unpaid meal break. Nonexempt employees must record the beginning and ending time of their meal breaks each day on their time records.

See your state addendum for more information and policies specific to your state.

Lactation Accommodation Policy

Aspire will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child. The lactation break time, if possible, should run concurrently with scheduled rest breaks and meal periods already provided to the employee. If the lactation break time cannot run concurrently with rest and meal periods already provided or additional time is needed for the employee, the lactation break time will be unpaid for nonexempt employees. Where unpaid breaks or additional time are required, the employee should work with her Supervisor or Human Resources regarding scheduling and reporting the extra break time as unpaid. Where state law requires a specified time during each portion of a workday, Aspire will comply with any such requirements.

Where an employee takes unpaid rest breaks during the work day, the employee may be permitted to make up the amount of time used during the unpaid rest period either before or after the work shift as the nature of the job permits. If the employee does not make up the time, no compensation will be provided for the lost time used during the unpaid rest break.

Because exempt employees receive their full salary during weeks in which they work and they are not normally required to identify break and meal times, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

Overtime

Employees may be required to work overtime on occasion. Aspire Public Schools will attempt to provide as much advance notice as possible, distribute overtime evenly and accommodate individual schedules if requested.

For nonexempt employees, Aspire Public Schools provides compensation for all overtime hours worked according to state and federal law. Your Supervisor or Principal must authorize all overtime work in writing before any overtime work is performed. Working overtime without authorization may result in discipline, up to and including termination of employment. For purposes of determining which hours constitute overtime, only actual hours worked in a given workday or workweek will be counted; sick time, Paid Time Off (PTO), holidays, jury duty or other time off will not be counted toward overtime hours, in accordance with applicable law.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation is paid to exempt employees, in accordance with applicable law.

Travel Time

For nonexempt employees, time spent traveling from one school site to another for work or training will be compensated as required by applicable law.

When required training for nonexempt employees requires an overnight stay, all time spent traveling during your normal work hours, even for regularly scheduled days off, (excluding regular meal periods) will be compensated. If you work in a state that requires additional compensation, Aspire will comply with all requirements.

As an employee of Aspire Public Schools, a not for profit organization, when you travel for the organization and must spend the night, Aspire covers the cost of a double occupancy room. If you are on the trip with

others there is no cost for the double occupancy rooms but if you prefer a single when there is the option of two/room, you must personally cover the cost of the single room.

When required training does not require an overnight stay, all travel time (excluding meal periods and travel between home and the point of departure if you use public transportation) will be compensated, unless you are traveling as a passenger. However, if you work in a state that requires additional compensation, Aspire will comply with all requirements. Whenever possible, your Supervisor will approve you to travel during your regular work hours. If you want to attend non-required training during your normal work hours, your Supervisor may release you from your regular duties to attend. In such case, you will be compensated only up to your normally-scheduled hours or as otherwise required by law if you work in a state that requires additional compensation.

Exempt employees may travel for work or training during normal work hours without loss of salary.

If you work in a state that provides greater or different benefits for travel time, Aspire will comply with all requirements.

Aspire Policy

It is Aspire policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. Therefore, Aspire prohibits any Aspire manager from making improper deductions from the salaries of exempt employees, except as permitted by law. Aspire wants employees to be aware of this policy and that Aspire does not allow deductions that violate the FLSA or any applicable state law.

What To Do When An Improper Deduction Occurs

If an employee believes that an improper deduction has been made to his or her salary, the employee should immediately report this information to Payroll, a supervisor, or any other member of management. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

Reporting Errors and Obtaining More Information

If any employee, exempt or nonexempt, has questions about deductions from his or her pay, believes he or she has been subjected to improper deductions, or believes that the amount paid does not accurately reflect the employee's total hours worked or salary, the employee may provide a verbal or written report to Human Resources, a supervisor or any other member of management.

Every report will be fully investigated. Aspire will provide the employee with any compensation to which the employee is entitled in a timely fashion. Aspire complies with all applicable laws, including the Fair Labor Standards Act. Aspire will not allow any form of retaliation against individuals who make good faith reports of alleged violations of this policy, or who cooperate in an investigation by Aspire, even if the reports do not reveal any errors or wrongdoing.

If an employee believes he or she has not been paid properly or in accordance with Aspire policy, or if any circumstances arise in which the employee is requested to perform work contrary to this policy, the employee should immediately provide a written or verbal report to Human Resources, a supervisor, or any other member of management. All reports will be investigated and any errors found will be corrected as soon as possible in accordance with applicable law.

4.3 Payroll

Pay Periods and Paydays

Aspire's pay schedule is based on 24 pay periods per year. Paychecks are normally distributed on the 15th and the last day of each month. Aspire encourages all employees to sign up for direct deposit of their pay to their personal checking or savings account.

Exempt employees are paid on the 15th of the month for the pay period from the 1st to the 15th of that month, and on the last day of the month for the pay period from the 16th to the last day of that month.

Nonexempt employees are paid on the 15th for the pay period beginning the 24th of the prior month and ending the 8th of the current month; and paid on the last day of the month for the pay period from the 9th to the 24th of the month.

If a payday falls on a Saturday or a Sunday, you will be paid on the prior Friday. If a payday falls on a holiday, you will be paid the day before the holiday.

Please review your paychecks regularly. If you believe an error has been made on your paycheck, report the discrepancy to Payroll immediately.

Payroll Deductions

Payroll makes certain deductions from your gross pay, including

- any legally-mandated federal, state, or local withholdings;
- any court-ordered deductions;
- payments for your share of benefit premiums; and
- other voluntary deductions you request.

Your paycheck stub will show wages earned and an explanation and the amount of each deduction taken out of your wages.

Except for deductions that are required by law or court ordered, no deductions will be made from your paycheck without your written authorization. If you have questions concerning why deductions were made or how they were calculated, please contact your Supervisor, Principal, or Human Resources.

Stipends

For school site employees classified as exempt, Principals may also pay stipends for additional time or duties, i.e., duties that are not included in the typical job description and job responsibilities for an individual's role and not included in an individual's work schedule or work calendar. Stipends are always discussed in advance of the work, and clear responsibilities or deliverables should be explicitly discussed and mutually agreed upon. Stipends are taxed as regular pay.

Compensation for Teachers

Aspire is committed to providing wages to its instructional employees in a manner that is fair, consistent and competitive to host districts. Information regarding Teacher Compensation and Aspire's Teacher Effectiveness Program can be found directly on MyAspire.

5. GROUP HEALTHCARE INSURANCE AND RELATED BENEFITS

5.1 Overview of Benefits

At Aspire, we have always believed in the importance of providing affordable healthcare coverage for our employees and their families. Our benefit package currently offers a wide array of selections. It is one important way that we can support the work you do for our students and families. Below is an overview of our benefit program and eligibility requirements.

The benefits information in this Handbook is only a summary of Aspire's benefit plans. This general explanation is not intended to provide you with all the details of these benefits. More details are given in Aspire's benefits guide and in the documentation specific to your benefit elections, including your health insurance plan documents (Plan). This Handbook does not change or otherwise interpret the terms of the official Plan documents. If there is any conflict or difference between the information in this Handbook and the Plan documents, the Plan documents will govern. Aspire reserves the right to change or end these benefits at any time and for any reason, consistent with all laws. If you would like additional information on any of the benefits offered, please contact Human Resources. For assistance with your benefits please email benefits@aspirepublicschools.org.

5.2 Benefit Eligibility

Full-Time Benefit Eligibility: Regular, full-time employees working a minimum of 30 hours per week become eligible for benefits on the first of the month following date of hire.

Part-time Benefit Eligibility: Aspire continues to provide benefits for part-time employees who previously worked at least one full year as a regular full-time employee and who drop down to work between 20 and 29 hours per week. Part-time Benefited employees generally are eligible for all the same benefits as full-time employees, but at slightly different costs; additionally, they receive a reduced Sick Day benefit and a reduced Paid Time Off benefit.

Dependent Children and Partner Benefit Eligibility: Benefit-eligible employees may elect to cover their dependent children and spouses. Additional costs may be assessed. Registered domestic partners have the same right to benefits as spouses. Likewise, unmarried benefit-eligible employees may elect to cover their partners whether same sex or opposite, if they live together in an ongoing exclusive committed relationship similar to marriage, have been together for at least 12 months, and intend to continue sharing a household indefinitely. If you work in a state that provides different or greater benefits for partners, Aspire will comply. For more information on dependent coverage or to request forms, please email our Benefit Support Center at benefits@aspirepublicschools.org.

See your state addendum for more information and policies specific to your state.

Benefit Package

Please review Aspire's benefit guide for detailed information about Aspire's benefits. For more information about eligibility or for more information about any of these benefits, contact Human Resources.

Cash-in-Lieu of Core Benefits: Since we recognize that some of our employees have other options for group medical coverage, Aspire has a Cash Back option of up to \$75 per pay period for employees who waive medical, dental and vision benefits.

Retirement Programs: Aspire participates in CalSTRS and TCRS Retirement Programs, as well as CalPERS to the extent currently permitted by law. For more information regarding eligibility, contact the state or refer to the applicable addendum. These programs are administered by the state and provide for automatic enrollment of eligible employees.

403(b) Retirement Program: A 403(b) plan is a retirement plan for certain public school employees, employees of tax-exempt organizations and ministers, and is the not-for-profit equivalent of a 401(k) used in many corporate settings. Eligible Aspire employees have the opportunity to make tax-deferred contributions to the 403(b).

Contact retirement@aspirepublicschools.org for more information with respect to eligibility and retirement benefits.

Flexible Spending Accounts: Flexible Spending Accounts (FSA) allows you to set aside a portion of your paycheck on a pre-tax basis to be used for eligible health care, dependent care and transit or commuter expenses. Submit your request to Payroll.

Tuition Reimbursement: Aspire supports current employees who wish to continue their education to secure increased responsibility and growth within their professional careers. Aspire will reimburse regular, full-time employees and qualified part-time employees for related courses that offer growth in an area related to their current position and career development. Aspire will also offer tuition reimbursement for outstanding tuition owed for courses completed within three years prior to your date of hire (i.e., back-dated from date of hire), to be reimbursed over time.

The maximum reimbursement for tuition is \$1,500 per year (\$125 monthly or \$62.50 per paycheck). Aspire part-time benefit-eligible employees may receive up to 75% of this amount (\$93.75 monthly or \$46.88 per pay period).

Aspire does not offer lump sum reimbursement for tuition. All reimbursements are paid bi-monthly. Reimbursement payments end when the employee is fully reimbursed or when the employee ceases to work at Aspire, whichever is earlier.

Eligibility: You must be a current employee who is benefit-eligible working full-time (over 30 hours a week) or benefit-eligible working part-time (20 – 29 hours a week). Requests for tuition reimbursement will be reviewed by Human Resources to ensure eligibility and to determine whether the tuition qualifies for reimbursement. Tuition reimbursement will not be processed until approved by Human Resources. Human Resources will notify the employee should the application not qualify for reimbursement.

Adoption Reimbursement: Effective January 2017, Aspire will reimburse employees up to \$2,500 for costs associated with the adoption of a child. To stay in compliance with IRS tax laws, the adoption must be finalized before Aspire can provide this benefit. You will have up to 12 months following the finalization of the adoption to request this reimbursement.

Employee Assistance Program: Aspire's Employee Assistance Program (EAP) provides confidential assistance with a variety of work/life issues including: child/dependent care, legal or financial issues, stress management, mental illness, or substance abuse. For a phone consultation or referral, call EAP at 1-800-834-3773.

Employee Discount Program: BeyondWork is an online discount program that capitalizes on the speed, flexibility and accessibility of the Internet to give employees a convenient way to address personal needs for leisure, recreation, fitness and community.

Aspire Paid Supplemental Life, Disability and Accidental Death and Dismemberment Coverage: Aspire covers 100% of basic group term life, short-and long-term disability and accidental death and dismemberment insurance coverage for all benefit-eligible employees. Eligible employees are covered with life and AD&D insurance in an amount equal their base annualized salary, to a maximum of \$75,000. In addition, Aspire Public Schools provides short-term disability coverage to equal a maximum of 66 2/3% of a full-time employee's regular annual wages in conjunction with the state disability insurance, as well as long-term disability coverage equal to a maximum of 60% of regular full-time wages.

Voluntary Insurance Plans: Aspire employees have the opportunity to participate in a host of voluntary benefits at low group rates. The following voluntary plans are 100% paid by employees who elect them: Whole Life Insurance and Critical Illness, Voluntary Group Term Life, Buy-Up Short Term Disability and Long-Term Disability. **See your state addendum for more information and policies specific to your state.**

5.3 Additional Key Benefit Information

Benefit Effective Date

Benefits begin for eligible employees on the first day of the month

- after your date of hire, or
- after your benefits eligibility date.

Benefit Term Date

Your benefits will end on the last day of the month

- that your employment with Aspire ends, or
- in which you chose to discontinue your benefits.

Qualifying Life Events: Generally speaking, you are not allowed to make benefit changes during the benefit plan year outside of the Open Enrollment period. With the exception of a few programs, benefit coverage remains in effect for the entire plan year unless you have what the IRS considers a qualifying life event, such as the birth or adoption of a child or a change in your or your spouse's employment status or benefit eligibility. For more information about qualifying life events, please refer to Aspire's benefit workbook or contact the Benefits Team at benefits@aspirepublicschools.org.

Open Enrollment: Open Enrollment usually occurs in November and is when you can make changes to your benefit elections. These changes will become effective on January 1. Aspire will notify employees when an Open Enrollment period is approaching.

Updating your Information: It is your responsibility to notify the Human Resources Department of any events that may affect your insurance coverage or benefit eligibility. For example, such events may include a change in marital status, the birth of a child, your spouse's loss of coverage under another employer, or

when a dependent child who is enrolled in benefits turns 26. Failure to notify Human Resources of such changes may affect your participation in Aspire's benefit programs.

5.4 Health Insurance Continuation (COBRA)

Your benefits coverage ends on the last day of the month following your termination of employment or change in eligibility status. Continuation of medical, dental and vision insurance coverage may be available to you and your dependents at your expense under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). COBRA is available for eligible employees and qualified dependents that lose health coverage due to termination of employment, a change in eligibility status such as a reduction in hours, certain leaves of absence, a divorce, or a dependent exceeding the plan's age limit. Employees pay the full premium costs under COBRA, plus a 2% administrative fee allowed by law. The Benefits Team will advise you which insurance may be converted to individual coverage and which may be covered under COBRA.

6. TIME OFF AND LEAVES OF ABSENCE

6.1 Aspire Work Calendars and Blackout Dates

Each location may have its own work calendar, which includes Holidays and Paid Days Off. In addition, each calendar may include Blackout Dates, dates when paid time off cannot be scheduled.

6.2 Sick Days

Taking care of yourself and family is important. Aspire grants paid Sick Days to provide benefit-eligible employees the flexibility to take care of themselves and family during times of illness or medical need only. Sick Days are not for personal time off, except for personal reasons as may be required by applicable law. When employment ends for any reason, unused Sick Days are not paid out. Nonexempt employees may use Sick Days to cover absences in which the nonexempt employee is scheduled to work but is unable to do so because of illness or medical need.

Provision of Sick Days

Aspire provides eligible employees paid Sick Days every month as set forth below:

- The number of Sick Days is based on workweek schedules, job title and job classification.
- Aspire will provide Sick Days if you use wage integration while on leave of absence.

Number of Sick Days

Sick Day accruals are based on your job title and classification. Please refer to the Accrual Chart on MyAspire.

- 249 and 235 Exempt (salary): 12 days per school year; provided pro rata at eight (8) hours per month.
- 196 Exempt (salary): Nine (9) days per school year; provided pro rata at six (6) hours per month.
- 249 and 235 Nonexempt (hourly): 12 days per school year; provided pro rata at eight (8) hours per month.
- 187-212: One (1) hour per every 30 hours worked.
- Part-Time Benefitted employees: Exempt (salary): Prorated based on FTE.
Nonexempt (hourly): One (1) hour per every 30 hours worked.
- Regular Part-time (scheduled hours between one (1) and 29 a week), Temporary, Substitutes, Long Term Substitutes: One (1) hour per every 30 hours worked.
- Accrued unused sick time will not cap unless your classification is one of the following: (1) Part-time (benefit ineligible); (2) Temporary; and (3) Substitutes/Long Term Substitutes. Under these classifications your sick time will carry over from year to year, but you may never have more than the maximum accrual amount (72 hours). When you hit this cap, accrual will stop and you will not accrue any additional sick time until your balance has dropped below 72 hours.

If you reside in a jurisdiction with legally mandated paid sick leave, you will NOT receive any additional paid sick time pursuant to law, as the foregoing policy provides sick leave equal to, or in excess of, any legally mandated paid sick time required by any jurisdiction in which Aspire operates.

Using Sick Days

To use sick time, you must follow these procedures:

- Record sick time using Aspire’s Time and Attendance system as appropriate.
- Notify your Supervisor or Office Manager as soon as possible and except under unusual circumstances, no later than 2 hours before your scheduled starting time.
- Advise your Supervisor or Office Manager of your anticipated return date and the need for work coverage.
- Sick Days may only be used during days you are scheduled to work according to your Work and Accruals calendar.

Sick Day Advances

- *All Employees:* You are not permitted to advance Sick Days. In other words, you may not have a negative Sick Days balance.
- In exceptional circumstances when an employee experiences a catastrophic or critical family emergency, Human Resources may approve the use of donated sick time to offer partial wage replacement through the Sick Donation Bank. Please contact hr@aspirepublicschools.org for more information.
- *Status Changes:* Full-time employees who change to part-time status, and are not eligible for part-time benefits, will keep any remaining Sick Days and will begin to accrue sick time at a rate of 1 hour for every 30 hours worked.
- *Unused Sick Days at Termination:* Like most other benefits, the Sick Day benefit will cease at the termination of your employment. You will not be eligible to be paid for any unused Sick Days.
- For employees working in a jurisdiction that has a mandatory sick leave law or a jurisdiction that defines how sick leave may be used or accrued, Aspire will comply with all legal requirements, including providing greater or different benefits than those indicated here. In such a situation, the leave the employee is entitled to under the law will run concurrently with the leave provided under this policy, to the extent permissible under applicable law.

See your state addendum for more information and policies specific to your state.

6.3 Paid Time Off

Aspire grants Paid Time Off (PTO) to provide benefit-eligible employees with the flexibility to meet both work and personal needs. **See your state addendum for more information and policies specific to your state.**

6.4 Paid Holidays

Aspire generally observes the following holidays. Where a holiday falls on a weekend, it may be observed on either the preceding Friday or the following Monday.

1. New Year's Day
2. Martin Luther King, Jr. Day
3. Presidents' Day
4. Memorial Day
5. Independence Day
6. Labor Day
7. Veterans Day
8. Thanksgiving Day
9. Day After Thanksgiving
10. Christmas Eve or the Day After Christmas (assigned every year based on the calendar)
11. Christmas Day

You are eligible for holiday pay only on those holidays that fall within your normal work schedule as designated to the school calendar. If you are uncertain about which days off are considered paid holidays, check with your Supervisor for a holiday calendar.

Unless otherwise provided in this policy, all full-time employees will receive time off with pay at their normal base rate for each Aspire-observed holiday. Nonexempt employees who are required to work on an Aspire holiday will be paid the regular holiday pay in addition to being paid for any hours worked.

Paid holidays that occur during an eligible employee's scheduled Paid Time Off will not be counted as PTO taken, but the employee will not also receive holiday pay.

6.5 Introduction to Leaves of Absence

It is recognized that there are occasions which necessitate absence from work due to major life events such as personal illness, injury, birth or adoption of a child, or to care for a family member. Aspire will provide this time off in accordance with applicable law.

6.6 Requesting Leave

Employees may request all leaves via Human Resources.

Medical Leave of Absence

If an employee believes he or she needs a medical leave of absence, the employee should contact Human Resources. Determinations regarding whether to grant the leave, the duration of the leave and reinstatement following the leave will be made in accordance with applicable law. Likewise, determinations regarding continuation of benefits will be made in accordance with applicable law. Employees may be required to provide medical certification of the need for the leave. Leave under this policy will run concurrently with leave under any other required state or federal law.

6.7 Family and Medical Leave

This policy only applies where Aspire has 50 or more employees within a 75-mile radius. Where Aspire does not have this number of employees within a 75-mile radius, FMLA does not apply. An employee may be eligible for a personal leave of absence but such a leave is not guaranteed. If the reason for the leave of absence is for your own serious health condition, please see the Reasonable Accommodation Policy (Section 1.4). Leave time and reinstatement under the Reasonable Accommodation Policy is governed by applicable law. Please contact Human Resources for more information.

Aspire will grant family and medical leave in accordance with the requirements of applicable state and federal law in effect at the time the leave is granted. Although the federal and state laws sometimes have different names, Aspire refers to these types of leaves collectively as “FMLA Leave.” In any case, employees will be eligible for the most generous benefits available under applicable law.

a. Employee Eligibility

To be eligible for FMLA Leave benefits, you must (1) have worked for Aspire for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months as of the start of the leave; and (3) work at a location where at least 50 employees are employed by Aspire within 75 miles, as of the date the leave is requested. Eligibility requirements may differ for employees who have been on a protected Military Leave of absence. If employees are unsure whether they qualify, they should contact Human Resources.

b. Reasons for Leave

State and federal laws allow FMLA Leave for various reasons. Because an employee’s rights and obligations may vary depending upon the reason for the FMLA Leave, it is important to identify the purpose or reason for the leave. FMLA Leave may be used for one of the following reasons, in addition to any reason covered by an applicable state family/medical leave law:

1. the birth, adoption, or foster care of an employee's child within 12 months following birth or placement of the child (“Bonding Leave”);
2. to care for an immediate family member (spouse, child, or parent) with a serious health condition (“Family Care Leave”);
3. an employee’s inability to work because of a serious health condition (“Serious Health Condition Leave”);
4. a “qualifying exigency,” as defined under the FMLA, arising from a spouse’s, child’s, or parent’s “covered active duty” (as defined below) as a member of the military reserves, National Guard or Armed Forces (“Military Emergency Leave”); or

5. to care for a spouse, child, parent or next of kin (nearest blood relative) who is a “Covered Service member,” as defined below (“Military Caregiver Leave”).

Definitions:

Child, for purposes of Bonding Leave and Family Care Leave, means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that Family and Medical Leave is to commence. “Child,” for purposes of Military Emergency Leave and Military Caregiver Leave, means a biological, adopted, or foster child, stepchild, legal ward, or a child for whom the person stood in loco parentis, and who is of any age.

Parent, for purposes of this policy, means a biological, adoptive, step- or foster father or mother, or any other individual who stood in loco parentis to the person. This term does not include parents “in law.” For Military Emergency leave taken to provide care to a parent of a military member, the parent must be incapable of self-care, as defined by the FMLA.

Covered Active Duty means (1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and (2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

Covered Service member means (1) a member of the Armed Forces, including a member of a reserve component of the Armed Forces, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties, or (2) a person who, during the five (5) years prior to the treatment necessitating the leave, served in the active military, Naval, or Air Service, and who was discharged or released therefrom under conditions other than dishonorable (a “veteran” as defined by the Department of Veteran Affairs), and who has a qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For purposes of determining the five-year period for covered veteran status, the period between October 28, 2009 and March 8, 2013 is excluded.

Spouse means the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into, or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This includes common law marriage and same sex marriage in places where these marriages are recognized.

Key Employee means a salaried FMLA-eligible employee who is among the highest paid 10 percent of all the employees employed by the employer within 75 miles of the employee's worksite.

c. Length of Leave

The maximum amount of FMLA Leave will be twelve (12) workweeks in any 12-month period when the leave is taken for (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; and/or (4) Military Emergency Leave. However, if both spouses work for Aspire and are eligible for leave under this policy, the spouses will be limited to a total of 12 workweeks off between the two of them when the leave

is for Bonding Leave or to care for a parent using Family Care Leave. A 12-month period begins on the date of your first use of FMLA Leave. Successive 12-month periods commence on the date of your first use of such leave after the preceding 12-month period has ended.

The maximum amount of FMLA Leave for an employee wishing to take Military Caregiver Leave will be a combined leave total of twenty-six (26) workweeks in a single 12-month period. A "single 12-month period" begins on the date of your first use of such leave and ends 12 months after that date.

If both spouses work for Aspire and are eligible for leave under this policy, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Military Emergency Leave, Bonding Leave and/or Family Care Leave taken to care for a parent.

To the extent required by law, some extensions to leave beyond an employee's FMLA entitlement may be granted when the leave is necessitated by an employee's work-related injury or illness or by a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

Intermittent or Reduced Schedule Leave

Under some circumstances, you may take FMLA Leave intermittently—which means taking leave in blocks of time, or by reducing your normal weekly or daily work schedule. Leave taken intermittently may be taken in increments of no less than 15 minutes where the employee chooses to use available paid leave, or may be taken in the smallest increment used to track time if the employee chooses to use unpaid leave. Employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt Aspire's operations. Please contact Human Resources prior to scheduling planned medical treatment. If Family and Medical Leave is taken intermittently or on a reduced schedule basis due to foreseeable planned medical treatment, Aspire may require you to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

When an employee who has been approved for intermittent leave seeks leave time that is unforeseeable, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave at the time the employee calls off. As discussed more generally below, if your request for intermittent leave is approved, Aspire may later require you to obtain recertification's of your need for leave. For example, Aspire may request recertification if it receives information that casts doubt on your report that an absence qualifies for Family and Medical Leave.

To the extent required by law, some extensions to leave beyond an employee's FMLA entitlement may be granted when the leave is necessitated by an employee's work-related injury/illness or a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

Limitations on Intermittent Leave

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. An instructional employee who is on FMLA leave at the end of the school year shall be provided

with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the employer may require the employee to choose either to

- (i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- (ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

These rules apply only to a leave involving more than 20 percent of the working days during the period over which the leave extends. For example, if an instructional employee who normally works five days each week needs to take two days of FMLA leave per week over a period of several weeks, the special rules would apply. Employees taking leave which constitutes 20 percent or less of the working days during the leave period would not be subject to transfer to an alternative position. Periods of a particular duration means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave.

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, Aspire may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, Aspire may require the employee to delay the taking of leave until the notice provision is met.

If an instructional employee begins leave more than five weeks before the end of a term, Aspire may require that the employee continue taking leave until the end of the term if the leave will last at least three weeks and the employee would return to work during the three week period before the end of the term.

If an instructional employee begins leave during the five weeks before the end of a term because of the birth of a child, the placement of a child for adoption or foster care, to care for a spouse, child, or parent with a serious health condition, or to care for a covered service member, Aspire may require that the employee continue taking leave until the end of the term if the leave will last more than two weeks and the employee would return to work during the two week period before the end of the term.

If an instructional employee begins leave during the three week period before the end of a term because of the birth of a child, the placement of a child for adoption or foster care, to care for a spouse, child, or parent with a serious health condition, or to care for a covered service member, Aspire may require that the employee continue taking leave until the end of the term if the leave will last more than five working days.

“Instructional employees” are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job

actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists.

For purposes of these provisions, academic “term” means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. An example of leave falling within these provisions would be where an employee plans two weeks of leave to care for a family member which will begin three weeks before the end of the term. In that situation, the employer could require the employee to stay out on leave until the end of the term.

If an employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The employer has the option not to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by Aspire to the end of the school term is not counted as FMLA leave; however, Aspire shall maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

d. Notice and Certification

(1) Bonding, Family Care, Serious Health Condition and Military Caregiver Leave Requirements

Employees are required to provide

1. when the need for the leave is foreseeable, 30 days' advance notice or such notice as is both possible and practical if the leave must begin in less than 30 days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);
2. when the need for leave is not foreseeable, notice within the time prescribed by Aspire's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;
3. when the leave relates to medical issues, a completed Certification of Health Care Provider form within 15 calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a Certification of Health Care Provider form);
4. periodic recertification (upon request); and
5. periodic reports during the leave.

Certification forms are available from Human Resources. At Aspire's expense, Aspire may also require a second or third medical opinion regarding your own serious health condition or the serious health condition of your family member. In some cases, Aspire may require a second or third opinion regarding the injury or illness of a “Covered Service member.” Employees are expected to cooperate with Aspire in obtaining additional medical opinions that Aspire may require.

When leave is for planned medical treatment, you must try to schedule treatment so as not to unduly disrupt Aspire's operation. Please contact Human Resources prior to scheduling planned medical treatment.

Recertification after Grant of Leave

In addition to the requirements listed above, if your Family and Medical Leave is certified, Aspire may later require medical recertification in connection with an absence that you report as qualifying for Family and Medical Leave. For example, Aspire may request recertification if (1) the employee requests an extension of leave; (2) the circumstances of the employee's condition as described by the previous certification change significantly (e.g., your absences deviate from the duration or frequency set forth in the previous certification; your condition becomes more severe than indicated in the original certification; you encounter complications); or (3) Aspire receives information that casts doubt upon your stated reason for the absence. In addition, Aspire may request recertification in connection with an absence after six months have passed since your original certification, regardless of the estimated duration of the serious health condition necessitating the need for leave. Any recertification requested by Aspire shall be at the employee's expense.

(2) Military Emergency Leave Requirements

Employees are required to provide

1. as much advance notice as is reasonable and practicable under the circumstances;
2. a copy of the covered military member's active duty orders when the employee requests leave and/or documentation (such as Rest and Recuperation leave orders) issued by the military setting forth the dates of the military member's leave; and
3. a completed Certification of Qualifying Exigency form within 15 calendar days, unless unusual circumstances exist to justify providing the form at a later date.

Certification forms are available from the Human Resources Department.

(3) Failure to Provide Certification and to Return from Leave

Absent unusual circumstances, failure to comply with these notice and certification requirements may result in a delay or denial of the leave. If you fail to return to work at your leave's expiration and have not obtained an extension of the leave, Aspire may presume that you do not plan to return to work and have voluntarily terminated your employment.

e. Compensation During Leave

Generally, FMLA Leave is unpaid. However, you may be eligible to receive benefits through state-sponsored or Aspire-sponsored wage-replacement benefit programs. If you are eligible to receive these benefits, you may also choose to supplement these benefits with the use of vacation and sick leave, to the extent permitted by law and Aspire policy. You will receive no more than your regular compensation during this period. If you are not eligible to receive any of these wage-replacement benefits, Aspire may require you to use vacation and sick leave to cover some or all of the FMLA Leave. The use of paid benefits will not extend the length of a FMLA Leave. For additional details or questions regarding compensation during

leave, including pay during school breaks or holidays while on leave, please email the Benefits Team at benefits@aspirepublicschools.org.

f. Benefits During Leave

Aspire will continue making contributions for your group health benefits during your leave on the same terms as if you had continued to work. This means that if you want your benefits coverage to continue during your leave, you must also continue to make any premium payments that you are now required to make for yourself or your dependents. Employees taking Bonding Leave, Family Care Leave, Serious Health Condition Leave and Military Emergency Leave will generally be provided with group health benefits for a 12 work week period. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of 26 work weeks. In some instances, Aspire may recover premiums it paid to maintain health coverage if you fail to return to work following a FMLA Leave.

If you are on a FMLA Leave but are not entitled to continued paid group health insurance coverage, in some circumstances you may continue your coverage through Aspire in conjunction with federal and/or state COBRA guidelines by making monthly payments to Aspire for the amount of the relevant premium. Please contact the Human Resources Department for further information.

Your length of service as of the leave will remain intact, but benefits such as vacation and sick leave will not be provided while on an unpaid FMLA Leave.

g. Job Reinstatement

Under most circumstances, you will be reinstated to the same position held at the time of the leave or to an equivalent position with equivalent pay, benefits and other employment terms and conditions. However, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement.

Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a Health Care Provider that certifies the employee can perform the essential functions of the job as those essential functions relate to the employee's serious health condition. For an employee on intermittent FMLA leave, such a release may be required if reasonable safety concerns exist regarding the employee's ability to perform his or her duties, based on the serious health condition for which the employee took the intermittent leave.

"Key employees," as defined by law, may be subject to reinstatement limitations in some circumstances. If you are a "key employee," you will be notified of the possible limitations on reinstatement at the time you request a leave.

h. Confidentiality

Documents relating to medical certifications, recertifications or medical histories of employees or employees' family members will be maintained separately and treated by Aspire as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to supervisors and managers, first aid and safety personnel or government officials.

i. Fraudulent Use of FMLA Prohibited

An employee who fraudulently obtains Family and Medical Leave from Aspire is not protected by FMLA's job restoration or maintenance of health benefits provisions. In addition, Aspire will take all available appropriate disciplinary action against such employee due to such fraud, including but not limited to termination of employment.

j. Additional Information Regarding FMLA

A Notice to Employees Of Rights Under FMLA (WHD Publication 1420) is available at <https://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf>.

See your state addendum for more information and policies specific to your state.

6.8 Personal Leave

In an effort to accommodate an employee's need for time off, Aspire may approve requests for unpaid personal leaves of absence for reasons that are not covered by the leaves of absence described above.

Aspire's ability to grant a leave of absence and the length of the leave approved will depend on the school's, coworkers' and students' ability to make adjustments to enable Aspire to conduct operations in a satisfactory manner during the employee's absence. The decision to grant personal leave will be made on a case-by-case basis, subject to the following conditions:

- You must complete the Leave of Absence Request Form and submit it in advance of the leave to your Supervisor for review.
- Time spent on an unpaid personal leave of absence does not count as service time.
- Aspire will not provide you with additional sick or vacation time while on an unpaid personal leave of absence.
- You must use all PTO time provided to you by Aspire before personal leave without pay begins.
- You may use sick leave pay while on personal leave as permitted by Aspire's Sick Leave Policy.
- Supervisors may attempt to hold your position for you during your personal leave, however, when you are granted personal leave, you are not entitled to reinstatement in either the same or an equivalent position, or any Aspire position.
- If you are on personal leave for a full payroll cycle or longer, you are responsible for 100% of your benefit premiums for that period. Aspire will deduct premium payments from your paycheck when you return from leave. If for any reason you do not return from a personal leave, you are expected to reimburse Aspire for all benefit premiums immediately.
- If you return from a personal leave of absence on or before the approved leave expiration date, you may apply for any open positions.
- If you do not return to work on or before the approved leave expiration date, Aspire will assume you have voluntarily resigned.

For questions regarding personal leaves of absence, please contact Human Resources.

6.9 Regulated Leaves and School Breaks of Less than One Week; Holidays

Breaks of less than one week and holidays will count as leave time for the employees. If you are on a regulated leave during a school break of less than one week or during an Aspire-designated holiday, you will remain on leave during this period.

Salaried employees who are on a leave of absence and usually receive pay for school breaks or holidays (such as summer, fall, winter, or spring break) will receive pay for these breaks if elected as part of the Leave process, and will be based on the number of days/hours worked during the school year. Contact benefits@aspirepublicschools.org for more information.

Hourly full-time employees who are on a leave of absence and whose break runs through their leave of absence are eligible to use sick time and PTO for partial wage integration. Hourly part-time employees are not eligible to receive break and holiday pay, unless they work during these days.

6.10 Payment Options During a Regulated Leave for your Own Illness or the Birth of a Child

If you are on a regulated leave that is certified by a physician due to your own illness, a family member's illness, or for medical conditions relating to pregnancy and childbirth, you may be eligible for

- Aspire-provided disability insurance
- Paid Time Off by Aspire—you may use
 - any amount of accrued vacation time provided to you by Aspire;
 - any amount of accrued sick time provided to you by Aspire when the leave is for your own illness; and/or
 - any amount of accrued sick time provided to you by Aspire to care for a family member
- Employee-paid disability insurance

See your state addendum for additional options or any exceptions as may be required by applicable law.

6.11 Payment Options During a Regulated Leave for the Adoption of a Child

If you are on a regulated leave for the adoption of a child, you may be eligible for

- Paid Time Off by Aspire—you may use any accrued vacation time Aspire has provided to you.

See your state addendum for additional options.

6.12 Payment Options During a Regulated Leave to Care for a Family Member

If you are on a personal leave to care for a family member, you may be eligible for

- Paid Time Off by Aspire—you may use

- any amount of accrued vacation time Aspire has provided to you; and/or
- any amount of accrued sick time Aspire has provided to you when the leave is for your own illness or to care for a family member.

See your state addendum for additional options included state offered paid family leave benefits, if available.

6.13 Payment Options During a Personal Leave

If you are on a Personal Leave due to your own disability or to care for a family member that is certified as disabled, you may use any accrued vacation time Aspire has provided to you.

if you are certified as disabled by a physician, you may still qualify for payment by CIGNA. This may occur if you have either exhausted your FMLA Leave or if you are not yet eligible for it.

If you are on a Personal Leave for reasons other than your own disability or to care for a family member that is certified as disabled, you are most likely not eligible for payments under CIGNA.

See your state addendum for additional options.

6.14 Approvals of Leaves

Regulated Leaves

- Only Human Resources has the authority to approve or deny regulated leaves.
- If you want to request a regulated leave, you must complete a Leave Request Form and have your Manager/Supervisor/Principal sign it.
- The signature of your Manager/Supervisor/Principal is acknowledgement of your request, not approval of the leave.
- Human Resources will approve the leave only after they have determined that you have met the eligibility requirements.

Personal Leaves

- Only a member of the Senior Leadership team has the authority to approve or deny Personal Leaves.
- If you want to request a Personal Leave, you must complete the Personal Leave Request Form and have your Manager/Supervisor/Principal sign it.
- Your Manager/Supervisor/Principal will submit the request form to a member of the Senior Leadership team for them to approve or deny at their sole discretion.
- Human Resources does not approve Personal Leaves.
- There is no job protection for Personal Leaves.

6.15 Employer Recovery of Benefit Costs

If you do not return to work after your FMLA Leave has been exhausted or expires,

1. Aspire may require that you repay the health plan premiums it paid for you during the period of unpaid FMLA Leave.
2. Aspire may agree not to recover the premiums it paid for you while you were on FMLA Leave if you provide at least four weeks' notice prior to the scheduled end of your FMLA Leave that you will not return to work or if the reason you are not returning to work is legally protected.

6.16 Bereavement Leave

Aspire provides up to three days paid bereavement leave due to the death of an immediate family member. This includes a spouse, domestic partner, a parent, dependent, sibling, grandparent, or grandchild (including step- and in-law relatives and similar relatives of a domestic partner). If a funeral is more than 500 miles from your home, and you will be attending the funeral, you may receive paid leave for up to five days with prior approval from your Supervisor.

6.17 Military Leave

Federal law provides employees with the right to take leave in order to serve in the military. At the federal level, Military Leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act, commonly referred to as USERRA. This policy discusses Military Leave under USERRA.

State laws may also provide an employee with rights to take Military Leave. If the employee works in a state that provides rights in addition to those provided under USERRA, Aspire will provide those rights. If an employee plans to request leave based on military service, he or she should contact Human Resources for information on any additional rights or requirements, if applicable, under state law.

See your state addendum for more information and policies specific to your state.

Eligibility for Leave

Aspire provides unpaid Military Leaves of absence to employees who serve in the uniformed services as required by USERRA and applicable state laws. The uniformed services are defined as the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, Commissioned Corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or national emergency. The uniformed services also include participants in the National Disaster Medical System when activated to provide assistance in response to a public health emergency, to be present for a short period of time when there is a risk of a public health emergency, or when they are participants in authorized training.

Service consists of performing any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full-time National Guard duty, absence from work for an examination to determine fitness for such duty, and absence for performing funeral honors duty. Total Military Leave time may not exceed five years during employment, except in certain defined circumstances.

Notice of Leave

Advance notice of leave is required, preferably in writing, unless giving of notice is impossible or unreasonable, or notice is prohibited by military necessity (which is defined by the United States Department of Defense). When notice is required, employees must provide their Supervisor with as much advance notice as possible of any anticipated leave of absence for military service.

Compensation and Benefits During Leave

Accrued, unused vacation or PTO will be paid during Military Leave at the employee's request. After 30 days of continuous Military Leave, employees may elect to continue their health plan coverage at their own expense, for up to 24 months or during the remaining period of service, whichever is shorter.

Reinstatement

In order to be eligible for reinstatement, an employee must have provided advance notice of the need for Military Leave (where required) and have completed his or her service on a basis that is not dishonorable or otherwise prohibited under USERRA.

Employees whose military service will be for fewer than 31 days must report to back to work at the beginning of the first full, regularly scheduled work day following completion of service, after allowing for a period of safe travel home and eight hours of rest.

Employees whose military service will be for more than 30 days, but fewer than 181 days must apply for re-employment within 14 days after completing service.

Employees whose service is greater than 180 days must apply for re-employment within 90 days after completing service.

As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in loss of reemployment rights. Full details regarding reinstatement are available from Human Resources.

In general, an employee returning from Military Leave will be re-employed in the position and seniority level that the employee would have attained had there been no Military Leave of absence. If necessary, Aspire will provide training to assist the employee in the transition back to the workforce.

Vacation benefits do not continue to accrue during a Military Leave of absence. An employee returning from Military Leave is entitled to any unused, accrued vacation benefits the employee had at the time the Military Leave began minus any vacation benefits the employee chose to use during the leave. Upon reinstatement, the employee will begin to accrue vacation benefits at the rate he or she would have attained if no Military Leave had been taken.

6.18 Jury Duty

Aspire grants leaves of absence for jury duty in accordance with applicable laws. **See your state addendum for more information and policies specific to your state.**

6.19 Time Off to Vote

Aspire grants leaves of absence to vote in accordance with applicable laws. **See your state addendum for more information and policies specific to your state.**

Provisions for leaves from employment may differ in your state or locality.

Refer to your state addendum for more information and policies specific to your worksite.

7. SAFETY AND SECURITY

7.1 Workplace Safety

Aspire Public Schools wants you to promote safe and healthful work practices to prevent injuries to yourself, your employees, students and visitors. The following are a few basic yet important safety principles. Failure to follow these safety principles may result in discipline, up to and including termination of employment.

- Be alert for safety hazards, correct or eliminate them when you can, and report them to your Supervisor or Principal immediately. Potential hazards include
 - wet or slippery floors;
 - equipment left in halls or walkways;
 - anything blocking doors;
 - exposed wiring;
 - defective equipment; or
 - anything else that may promote an unsafe condition.
- Immediately report all accidents to your Supervisor, Principal or Human Resources.

7.2 Violence in the Workplace

Because workplace violence is a growing concern at schools and offices across the country, Aspire is committed to providing a safe, violence-free workplace and school environment. Aspire strictly prohibits employees, students, parents, consultants, customers, visitors, or anyone else on Aspire premises or engaging in an Aspire-related activity from behaving in a violent or threatening manner. As part of this policy, Aspire seeks to prevent workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence even prior to any violent behavior occurring. Workplace violence includes any intentional conduct that is sufficiently severe, offensive or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or several employees. Examples of workplace violence include, but are not limited to, the following:

1. Threats or acts of violence occurring on Aspire premises, regardless of the relationship between the parties involved in the incident;
2. Threats or acts of violence occurring off Aspire premises involving someone who is acting in the capacity of a representative of Aspire;
3. Threats or acts of violence occurring off Aspire premises involving an employee if the threats or acts affect the business interests of Aspire;

4. Threats or acts of violence occurring off Aspire premises of which an employee is a victim if Aspire determines that the incident may lead to an incident of violence on Aspire premises; and
5. Threats or acts resulting in the conviction of an employee or agent of Aspire, or of an individual performing service(s) for Aspire on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affects the legitimate business interests of Aspire.

Examples of conduct that may be considered threats or acts of violence under this policy include, but are not limited to the following:

1. Threatening physical or aggressive contact directed toward another individual;
2. Threatening an individual or his/her family, friends, associates or property with harm;
3. The intentional destruction or threat of destruction of Aspire or another's property;
4. Harassing or threatening phone calls;
5. Surveillance;
6. Stalking;
7. Veiled threats of physical harm or like intimidation; and
8. Communicating an endorsement of the inappropriate use of firearms or weapons.

Workplace violence does not refer to occasional comments of a socially acceptable nature. Such comments may include references to legitimate sporting activities, popular entertainment or current events. Rather, it refers to behavior that is personally offensive, threatening or intimidating.

The prohibition against threats and acts as described above applies to all persons involved in the operation of Aspire, including, but not limited to, contract and temporary employees and nonemployees on Aspire property.

7.3 Smoke-Free Workplace

In compliance with government regulations, Aspire prohibits smoking in the workplace. Smoking and the use of all tobacco-related products, including but not limited to, smoking, the use of chewing tobacco and the use of e-cigarettes, is strictly prohibited inside all Aspire buildings. Additional requirements dictate that Aspire school grounds remain entirely smoke-free environments. For the purposes of this policy, "school grounds" means and includes land, portions of land, structures, buildings and vehicles when used for the provision of academic or extracurricular programs, and structures that support these buildings including, but not limited to, administrative buildings, kitchens, maintenance shops and garages. "Land" includes parking lots, sports fields, playgrounds and quads.

7.4 Drug-Free Workplace

Because Aspire has a vital interest in maintaining safe and efficient working conditions and school environments for its employees and students, Aspire strictly maintains a workplace that is free of drugs and

alcohol. Substance abuse is incompatible with health, safety, efficiency and success at Aspire. Failure to support a drug-free workplace by violating any of the policies below may result in disciplinary action up to and including immediate termination of employment.

The following are strictly prohibited by Aspire:

- Possession, use, or being under the influence of alcohol or any illegal drug, intoxicant, or controlled substance while on the job or while on Aspire-owned or occupied premises. For purposes of this policy, “illegal drugs” means and includes (a) any drugs which are illegal under federal, state, or local law; or (b) legally prescribed drugs not prescribed to the user; or (c) even where prescribed to the user, abuse or use of said drugs in a manner inconsistent with the prescription or purpose for which the drugs were prescribed.
- Driving a vehicle on Aspire business while under the influence of alcohol or an illegal drug, intoxicant, or controlled substance;
- Distributing, selling, manufacturing, or purchasing—or attempting to distribute, sell, manufacture, or purchase—an illegal drug, intoxicant, or controlled substance during work hours or while on Aspire-owned or occupied premises.

Upon reasonable suspicion, applicants for new positions and employees may be requested at any time without notice and as a condition of employment to submit to alcohol/drug testing. Further, Aspire reserves the right at any time, without notice, to search Aspire-owned property for illicit substances, even if that property is being used exclusively by an employee. Employees have NO EXPECTATION OF PRIVACY in any Aspire-owned, leased, operated or utilized briefcases, desks, lockers, storage units, vehicles or other containers. Refusal to cooperate with or submit to a property search or an alcohol/drug test is considered a violation of this policy and insubordination and may warrant immediate discipline, including termination of employment.

Employees who appear to be impaired while on the job may be asked to submit to a test to determine whether they are under the influence of alcohol or illegal drugs. Tests that may be used include (but are not limited to) blood tests and urinalysis.

Anyone working in a safety-sensitive position who is using prescription drugs that may cause side effects which could impair his or her ability to perform his or her job without posing a direct threat to safety (i.e. drowsiness or impaired reflexes or reaction time) should inform Human Resources that they are taking such a medication (but need not identify the specific medication or the diagnosis for which it is being taken).

Aspire also reserves the right to discipline employees suspected of substance abuse up to and including termination of employment.

7.5 Drug Treatment and Rehabilitation

In compliance with the American with Disabilities Act, the Amendments to that Act and applicable state law, Aspire Public Schools will engage in an interactive process to reasonably accommodate employees with chemical dependencies who are voluntarily being treated or enter a rehabilitation program, subject to the following conditions:

- If you desire such assistance, you may request a leave of absence to enroll in a treatment program.

- Aspire is not obligated to continue to employ you if your performance of essential job duties is impaired because of current drug or alcohol use.
- Aspire is not obligated to re-employ you after you have participated in treatment and/or rehabilitation if your job performance remains impaired as a result of dependency.
- If you are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome your dependency or problem, you will not automatically be given a second opportunity to overcome it.

Aspire’s drug treatment and rehabilitation policy provides an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency. This policy is not intended to affect Aspire Public Schools’ right to take action against employees who violate the regulations described above.

7.6 Alcohol Exceptions Policy

In limited circumstances, moderate consumption of alcohol may be allowed at certain Aspire-sponsored events. During these events, it is your responsibility to regulate alcohol consumption to a reasonable level. No alcohol consumption may take place on Aspire premises while any students are present.

7.7 Inspections and Searches on Aspire Premises

In order to assure access at all times to its premises, property, equipment, information, records, documents and files, Aspire reserves the right to conduct a routine inspection or search at any time of Aspire property for any business purpose, including but not limited to, ensuring there are no harmful materials on Aspire premises. Aspire believes that maintaining a workplace that is free of harmful materials is vital to the health and safety of its employees and students. These harmful materials include, but are not limited to,

- firearms, knives or other weapons;
- explosives or hazardous materials or articles;
- illegal drugs or other controlled substances; and
- drug-related paraphernalia.

Unauthorized possession or use of Aspire property or proprietary and confidential information, as defined in Section 3.9, Property, Including Confidential Information, is also forbidden and may be the subject of an inspection or search.

Routine searches or inspections may include but are not limited to employees’

- office, desk, file cabinet, or closet;
- computer files, voicemail, or electronic mail; and
- similar places where employees may store Aspire property or Aspire-related information, whether or not the places are locked or protected by access codes and/or passwords.

Inspections or searches for prohibited materials also may include an employee's pockets, purse, briefcase, lunch box, or other item of personal property that is being worn or carried by the employee while on Aspire premises. Because even a routine search for Aspire property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to be subject to inspection by Aspire. In addition, Aspire always reserves the right to conduct inspections and searches for any other business reason. An employee's consent to search is required as a condition of employment. An employee's refusal to cooperate with such request is grounds for termination of employment.

Employees who are found to be in possession of prohibited materials in violation of this policy or in violation of other Aspire policies contained in this Handbook will be subject to discipline, up to and including termination of employment, regardless of Aspire's reason for conducting the search or inspection.

7.8 Workers' Compensation

When work-related accidents, injuries or illnesses occur, employees may be eligible for Workers' Compensation insurance benefits. Aspire provides a comprehensive Workers' Compensation insurance program at no cost to employees and in accordance with applicable state law. This program covers most injuries or illnesses, sustained in the course of employment, that require medical, surgical, or hospital treatment. Subject to applicable legal requirements, Workers' Compensation insurance provides benefits or, if the employee is hospitalized, treatment immediately.

Reporting Work-Related Injury or Illness

Employees who sustain a work-related injury or illness should inform their Supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage.

Leaves of Absence/Accommodation

Employees who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under Aspire's leaves of absence or reasonable accommodation policies. Employees should consult with Human Resources for additional information.

Return to Work

Employees who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a Health Care Provider confirming the employee's ability to return to work.

Fraud

Aspire will notify the workers' compensation insurance company if we have reason to believe an employee has supplied false or misleading information in connection with a claim and/or has filed a fraudulent claim. Workers' compensation fraud is a crime and may also be grounds for disciplinary action, up to and including termination of employment.

See your state addendum for more information and policies specific to your state.

7.9 Recording of Conversations Prohibited

Applicable laws and Aspire policy prohibit the recording of any confidential communication without the consent of all parties to the communication. For purposes of this policy, a “confidential communication” include any communication which any party desires to be confined to the parties to the communication as reflected by the party’s statements or by the circumstances – for example, where no party to a conference call states that the call is being recorded. Recording any confidential communication, whether face-to-face, on the telephone, or otherwise, without prior consent of all parties to the confidential communication is strictly prohibited. In limited situations, Aspire may tape or record Aspire business or educational presentations, Aspire training for a specific business or educational purpose, or for other business related purposes. Participants will be informed that the training or conversation is being recorded.

8. SEPARATION OF EMPLOYMENT

8.1 Separation of Employment

There are a number of activities that need to occur upon separation of employment. You will be given information about any benefits that may be continued under COBRA or converted to individual policies after termination of employment. For proper and timely handling of forms such as W-2s, benefits and retirement account information, it is important that you keep Human Resources informed of your current contact information. You may reach Human Resources at 510-434-5062.

8.2 Return of Property

You are responsible for all Aspire-owned property, materials and written information, such as data and records placed in your care or provided to assist you in your work (including lesson plans). You are expected to return all such property in good condition immediately upon request or upon termination of employment. When terminating employment and before leaving the premises, you are required to return any and all Aspire property to your Principal, Supervisor, or Human Resources Department.

8.3 Final Paycheck

See your state addendum for information about final paychecks.

8.4 Rehire and Reinstatement

A former employee who has a good work history with Aspire Public Schools will be considered for rehire or reinstatement. The former employee must apply for open positions using the normal process, and will be considered for positions along with all other applicants.

8.5 Unemployment Compensation

See your state addendum for information about unemployment compensation.

9. CLOSING

Many of Aspire’s policies and benefits have been treated only briefly in this Handbook. If you have any questions or want more information, your Supervisor, Principal or Human Resources will be glad to answer your questions. Please keep in mind that while you have guidelines, rules and standards in this Handbook, none of these can substitute for good judgment, common sense and personal integrity while meeting the challenges of your daily work. If you have questions about a topic not addressed in this Handbook, please contact your Supervisor, Principal, Human Resources, or any member of the Management team.

10. EMPLOYEE ACKNOWLEDGEMENT

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE HANDBOOK

I have received my copy of the Aspire Public Schools Employee Handbook, which describes policies and provides information relating to employment at Aspire Public Schools.

I understand and agree that it is my responsibility to read, familiarize myself with and abide by Aspire rules. I understand that it is the intent of the Handbook to inform me of many of the policies to which I will be subject, but it cannot and does not address every situation that may arise. I further understand that I am welcome to bring any questions or concerns I may have to my Principal, Supervisor, Human Resources, or senior managers as listed in Section 1.8, Voluntary Open Door Policy. I realize that Aspire Public Schools can change any and all policies or practices, with the exception of at-will employment, at any time without prior notification to me, and that material changes to the Handbook will be made known to employees through the usual channels of communication within a reasonable period of time.

I understand that Aspire has provided me various alternative channels to raise concerns of violations of this Handbook and company policies and encourages me to do so promptly so that Aspire may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations.

Further, I understand that the policies contained in the Handbook are guidelines only and are not intended to create a contract for continued employment. I also understand that, other than the Chief Executive Officer of Aspire Public Schools, or that Officer's authorized representative, no Officer, Vice President, Director, Manager, Supervisor, Principal or any other representative of Aspire Public Schools has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than "at-will". Only the Chief Executive Officer, or the Chief Executive Officer's authorized representative, has the authority to make any such employment agreements and then only in writing, signed by the Chief Executive Officer, or the Chief Executive Officer's authorized representative.

I acknowledge that employment at Aspire Public Schools is employment "at-will" and my employment may be terminated at the will of either Aspire Public Schools or me at any time without cause.

I understand and acknowledge that nothing in this Employee Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law.

Employee's Signature: _____

Print Name: _____

Date: _____

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a single 12-month period. A covered service member is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service in the previous 12 months*, and if at least 50 employees are employed by the employer within 75 miles.

***Special hours of service eligibility requirements apply to airline flight crew employees.**

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and

a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA-covered employers to post the text of this notice. Regulation 29 C.F.R. § 825.300(a) may require additional disclosures.

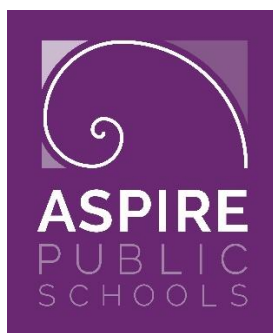


For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor Wage and Hour Division



WHD Publication 1420 · Revised February 2013



California Addendum Regarding the 2017 Employee Handbook

Except as provided in this document, the 2017 Employee Handbook remains in effect in California. This document serves to supplement the 2017 Employee Handbook to reflect Aspire's California-specific policies. This Addendum should be read in conjunction with the Handbook.

2017

SECTIONS MODIFIED OR ADDED IN CALIFORNIA

(Section numbers correspond to the Aspire Public Schools 2017 Employee Handbook)

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Except as provided in this California Addendum Regarding the 2017 Employee Handbook (Addendum), the Aspire Public Schools 2017 Employee Handbook (Handbook) remains in effect in California. This document serves to supplement the Handbook to reflect Aspire’s California-specific policies. The structure of this Addendum mirrors that of the Handbook, and this Addendum should be read in conjunction with the Handbook.

1.3 Equal Employment Opportunity

As set forth in the Handbook, Aspire Public Schools (Aspire) is committed to equal employment opportunity and to compliance with federal antidiscrimination laws. We also comply with California law, which prohibits discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their actual or perceived race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status and any other consideration protected by federal, state or local law (sometimes referred to, collectively, as “protected characteristics”).

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. The immigration status of an employee or applicant for employment will not be considered for any employment purpose except as necessary to comply with federal, state or local law. Our commitment to equal employment opportunity applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and coworkers.

Aspire will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. Aspire also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion.

1.9 Anti-Harassment Policy

Prohibited Harassment

Aspire is committed to providing a work environment that is free of illicit harassment based on any protected characteristics. As a result, Aspire maintains a strict policy prohibiting sexual harassment and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. All such harassment is prohibited.

This policy applies to all persons involved in our operations, including coworkers, supervisors, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with Aspire (“third parties”), and prohibits proscribed harassing conduct by any employee or third party of Aspire, including nonsupervisory employees, supervisors and managers. If such harassment occurs on Aspire’s premises or is directed toward an employee or a third party interacting with Aspire, the procedures in this policy should be followed.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal, or physical conduct of a sexual nature when

- submission to such conduct is made a term or condition of employment; or
- submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails, online postings, or text messages;
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, suggestive or obscene letters, notes, or invitations;
- Physical conduct such as touching, assault, impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if Aspire had no knowledge of such conduct.

Other Types of Harassment

Harassment on the basis of any legally protected classification is prohibited, including harassment based on: race, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including domestic partnership status), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law. Prohibited harassment may include behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings, or gestures based on protected classification; and
- Physical conduct, including assault, unwanted touching, or blocking normal movement because of an individual's protected status.

Abusive Conduct Prevention

It is expected that persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of Managements' expectations, during working times, and that they and refrain from any malicious, patently offensive or abusive conduct including, but not limited to, conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Protection Against Retaliation

Retaliation is prohibited against any person by another employee or by Aspire for using Aspire's complaint procedure, reporting proscribed discrimination or harassment, or filing, testifying, assisting or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying any employment benefit.

Moreover, California law also prohibits an employer for discriminating or retaliating against an employee or applicant because he or she exercised rights protected under the state's wage and hour laws. California's whistleblower protection law prohibits an employer from discharging or in any manner discriminating, retaliating, or taking any adverse employment action against any employee or job applicant because the employee or applicant has engaged in protected conduct. In addition, the state health and safety laws prohibit an employer from taking adverse action against an employee for making a complaint or engaging in other protected conduct.

These anti-retaliation provisions extend to an employee who is a family member of a person who engaged in, or was perceived to engage in, the protected conduct or who made a complaint protected by these statutes.

Discrimination, Harassment, Retaliation and Abusive Conduct Complaint Procedure

Any employee who believes that he or she has been harassed, discriminated against, or subjected to retaliation or abusive conduct by a coworker, supervisor, agent, client, vendor, customer, or any other third party interacting with Aspire in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to his or her Supervisor, any other member of Management, or Human Resources.

Employees are not required to make a complaint directly to their immediate supervisor. Supervisors and managers who receive complaints of misconduct must immediately report such complaints to Human Resources who will attempt to resolve issues internally. When a report is received, Aspire will conduct a fair, timely, thorough and objective investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. Aspire expects all employees to fully cooperate with any investigation conducted by Aspire into a complaint of proscribed harassment, discrimination, or retaliation, or regarding the alleged violation of any other Aspire policies. Aspire will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.

Upon completion of the investigation, Aspire will communicate its conclusion as soon as practical. If Aspire determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. Information may be located by visiting the agency websites at www.eeoc.gov or www.dfeh.ca.gov.

1.10 Policy Prohibiting Bullying and Intimidation

In addition to prohibiting discrimination and harassment, California law also protects students from bullying and intimidation on the basis of race, color, ethnicity, national origin, citizenship status, ancestry, religion, gender, gender identity or expression, sex, pregnancy, physical or mental disability, medical condition (including genetic characteristics), need for special education services, and sexual orientation.

Aspire believes that all students have a right to a safe and healthy school environment. The district, schools and community have an obligation to promote mutual respect, tolerance and acceptance.

Aspire will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling, and social isolation or manipulation.

Aspire expects employees to immediately report incidents of bullying to the Principal or designee. Employees who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period whether on or off campus, and during a school-sponsored activity.

Accommodation for Victims of Domestic Violence, Sexual Assault, or Stalking

Aspire will make reasonable accommodations for any employee who reports that he or she is the victim of domestic violence, sexual assault, or stalking, and requests that Aspire accommodate his or her safety while at work, unless providing the accommodation will impose an undue hardship on Aspire's business operations or violates Aspire's duty to provide a safe and healthy working environment for all employees.

Reasonable accommodations may include, but are not limited to

- a transfer,
- reassignment,
- modified work schedule,
- change in work telephone number,
- change in work station,
- installed lock,
- assistance in documenting domestic violence, sexual assault or stalking that occurs at the workplace,
- safety procedures or other adjustment to a job structure, workplace facility or work requirement in response to a domestic violence, sexual assault or stalking, or
- referral to a victim assistance organization.

Aspire may request that an employee provide a written statement signed by the employee (or an individual acting on behalf of the employee) certifying that the requested accommodation is for the employee's safety while at work. Aspire may also require an employee to provide a certification (such as a police report, court order or documentation from a medical professional) that the employee is the victim of domestic violence, sexual assault, or stalking, and may request recertification every six months.

Employees must notify Aspire if their needs change or if they no longer need an accommodation.

Aspire will keep all information submitted in connection with an employee's request for an accommodation confidential to the extent permissible by law. If the law requires disclosure of information, Aspire will notify the employee before any information is released.

Aspire will not discriminate, harass, or retaliate against any employee because the individual is, or is perceived to be, a victim of domestic violence, sexual assault, or stalking, or requests a reasonable accommodation in accordance with this policy.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact Human Resources.

Employees may also be entitled to a leave of absence under Aspire's Domestic Violence, Sexual Assault, or Stalking Victim Leave policy and should consult Human Resources for additional information.

Accommodation for Adult Literacy Programs

Aspire provides reasonable accommodation and assistance to an employee who reveals a literacy problem and requests assistance to enroll in an adult literacy education program unless doing so will result in an undue hardship to Aspire's business operations. Examples of assistance include providing employees with the location of local literacy programs and arranging for jobsite visits by literacy education providers.

Employees who wish to self-identify as an individual with a literacy problem and request an accommodation should contact Human Resources. Aspire will take reasonable steps to safeguard the privacy of any employee who requests such an accommodation. In addition, employees who are performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While Aspire encourages employees to improve their literacy skills, Aspire will not reimburse employees for the costs incurred in attending a literacy program. Time off to attend literacy programs may be provided as a reasonable accommodation unless doing so will result in an undue hardship. However, if time off is provided, the time off may be unpaid. If time off is unpaid, employees wishing to take such leave may utilize their accrued PTO.

Accommodation for Drug or Alcohol Treatment or Rehabilitation

Aspire will attempt to reasonably accommodate employees with chemical dependencies (drugs or alcohol), if they voluntarily wish to seek treatment and/or rehabilitation, unless the accommodation imposes an undue hardship on Aspire's business operations.

Aspire will keep all information submitted in connection with an employee's enrollment in a drug or alcohol rehabilitation program confidential to the extent permissible by law. Time off for these purposes is unpaid. However, employees wishing to take such leave may utilize their sick leave or accrued paid time off, if applicable.

Aspire's support for treatment and rehabilitation does not obligate it to hire or employ any person who violates Aspire's drug and alcohol abuse policy or who, because of current use of drugs or alcohol, is unable to perform his or her duties or cannot perform the duties in a manner that would not endanger his or her health or safety, or the health or safety of others.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact Human Resources.

1.11 Personnel Files

The information recorded in your personnel file is extremely important. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. to Human Resources immediately.

Employees may inspect their personnel file in the presence of a representative of Aspire. Please contact your Supervisor to schedule a convenient time. You may request copies from your file of all documents. If you desire, you may add a written statement to your file explaining any disputed item.

Employees also may inspect their payroll records upon request, and may obtain a copy of these records at their own expense. Aspire will comply with all inspection requests within 21 calendar days, unless it is impossible to do so.

Access to information in personnel files is restricted. Only authorized managers and Management personnel will have access to your personnel file. However, Aspire will cooperate with—and provide access to your personnel file to—law enforcement officials or local, state or federal agencies in accordance with applicable law.

Health/medical records are not included in your personnel file. These records are confidential. Aspire will safeguard them from disclosure and will divulge such information only 1) as allowed by law, or 2) to the employee’s personal physician upon written request or permission of the employee.

2.2 Credential Requirements

Each person employed by Aspire for a position requiring certification shall hold a valid credential issued by the California Commission on Teacher Credentialing (CTC) authorizing the person to work in that position. Before employing persons for a position requiring such certification, Aspire shall determine what authorization is required and recommend steps the person needs to complete to be authorized by the CTC.

To learn more about certification and the process to become certified, contact credentials@aspirepublicschools.org or visit the California Commission on Teacher Credentialing website at www.ctc.ca.gov.

2.4 Fingerprinting, Background Check and Disclosure of Criminal Convictions

Before you can be employed by Aspire in California, you will be required to pay for and complete a LiveScan (fingerprinting) application, which will disclose all criminal records maintained by the Department of Justice and the Federal Bureau of Investigation. . To learn more about this process you may visit the Department of Justice website at <https://oag.ca.gov/fingerprints/applicants>. All information obtained through a background check will be conducted in accordance with applicable law.

Any employee who is arrested for or convicted of a criminal offense, whether during working hours or while off duty, must notify the Human Resources Department. Notice must be provided by the employee (or by someone else for the employee) within three (3) days of the arrest or conviction. If an employee (or his or her representative) fails to report an arrest or conviction within three (3) days of the conviction, the employee may be subject to discipline, up to and including termination. The purpose of the notice is to ensure that Aspire has information needed to manage the business, to protect pupils and staff, and to anticipate any staffing considerations.

A **conviction** means that the employee has been found guilty of a crime, or that the employee entered a guilty or a “no contest” plea or received a deferred adjudication on a guilty or “no contest” plea to an alleged crime. A **crime** means an activity that is a violation of a law, whether a felony or a misdemeanor, other than a minor traffic-related offense.

If an employee is arrested or convicted of a crime, Human Resources may suspend the employee to review and assess the employee’s suitability for continued employment.

Volunteers Transitioning to Aspire Employment

Volunteers who become employees at Aspire Public Schools must complete a DOJ/fingerprints background screen.

Volunteers who become employees at Aspire Public Schools must provide a new TB test and/or TB Questionnaire if the TB test/questionnaire on file precedes the date they became volunteers by more than three (3) months.

Re-hired Employees

If there is a gap of greater than three (3) months between an employee's termination and rehiring, the employee must complete a new DOJ/fingerprints background screen.

If there is a gap of greater than three (3) months between an employee's termination and rehiring, the employee must complete a new TB test and/or TB Questionnaire.

3.6 Child Abuse Reporting

Aspire Public Schools is committed to the well-being and safety of all of our students and are very strict about the required reporting of child abuse. Section 11166.5 of the California Penal Code requires that any child care custodian who enters into employment after January 1, 1985, acknowledge that Section 11166 requires a child care custodian, non-medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom they know or reasonably suspect has been the victim of child abuse or neglect, to report the known or suspected instance of child abuse or neglect to a child protective agency immediately or as soon as is practically possible by telephone, and to prepare and send a written report to the child protective agency within 36 hours of receiving the information concerning the incident. Additionally, the report must be made to any police or sheriff's department (so long as it is not a school-based police or security department), the county welfare department, or the county probation department if designated by the county to receive mandated reports.

Note that this requirement applies to all Aspire employees, whether or not they work directly with students.

If you observe an instance that you suspect may require reporting, inform your Manager, Principal, a member of the Management team or Human Resources Department immediately. Experienced staff can help walk you through the reporting process, and prompt reporting may allow Aspire to take immediate action to investigate the issue.

4.1 Payroll Classifications

Meal and Rest Breaks

Aspire complies with federal and state legal requirements concerning meal and rest breaks. Aspire recognizes that employees perform at their best when they have the rest and nourishment they need. This policy explains when Aspire expects employees to take meal and rest breaks.

Meal Breaks

Aspire provides at least a 30-minute unpaid meal period to employees who work a shift longer than five hours and a second 30-minute meal period to employees who work a shift longer 10 hours in a workday,. Employees are required to take their meal breaks, although under certain circumstances, meal periods may be voluntarily waived in accordance with Aspire’s policy and state law. The Employee Meal Break Waiver Form is provided at the end of this Addendum. Employees are relieved of all of their duties during meal periods and are allowed to leave the premises.

Aspire provides meal periods as follows:

Duration of Shift in Hours	# of 30-Minute Meal Periods	Comments
0 to \leq 5.0	0	If an employee’s shift is shorter than five (5) hours, no meal period is provided.
5.0 to \leq 10.0	1	If an employee’s shift is longer than five (5) hours but shorter than ten (10) hours, one 30-minute meal period is provided during that shift, subject to any meal period waiver in effect.
10.0 or more	2	. If an employee’s shift is longer than ten (10) hours, two (2) separate 30-minute meal periods are provided, subject to any meal period waiver in effect. Any meal period waiver will be invalidated if the shift is longer than twelve hours.

Aspire does not pay nonexempt employees for meal periods, and consequently, nonexempt employees must record the start and stop times of their meal periods (“clock in and out”).

Rest Breaks

Aspire authorizes and permits nonexempt employees to take a ten-minute (10-minute) paid rest break for every four (4) hours worked, or major fraction thereof, as follows:.

Duration of Shift in Hours	# of 10-Minute Rest Breaks	Comments
0 to < 3.5	0	If a nonexempt employee’s shift is shorter than four (4) hours, no rest break is provided.

3.5 to ≤ 6	1	If a nonexempt employee's shift is longer than 4 hours but shorter than 6 hours, one 10-minute rest break is provided during that shift.
> 6.0 to ≤ 10.0	2	If a nonexempt employee's shift is longer than 6 hours but shorter than 10 hours, two (2) 10-minute rest breaks are provided during that shift.
> 10.0 to ≤ 14.0	3	If a nonexempt employee's shift is longer than 10 hours but shorter than 14 hours, three (3) 10-minute rest breaks are provided. ¹

Whenever practicable, rest breaks should be taken near the middle of each four-hour work period. Employees may not accumulate rest breaks or use rest breaks as a basis for starting work late, leaving work early, or extending a meal period.

Because rest breaks are paid, nonexempt employees should not clock out for them.

Supervisors are responsible for administering their department's meal and rest breaks.

Any nonexempt employee who is not provided with a meal period or authorized and permitted to take a rest break pursuant to the terms of this policy is immediately entitled to a meal or rest break premium. Supervisors will be responsible for authorizing meal or rest break premiums. The Meal Period and Rest Break Premium Authorization Form is located at the end of this Addendum. Any supervisor who knows or should reasonably know that a meal or rest period was not provided in accordance with this policy should arrange for a premium to issue to the employee. Employees are responsible for reporting to their Supervisor any meal break that was not provided or any rest break not authorized and permitted where the Supervisor would have no reason to otherwise know of this fact. Any employee who feels that he or she has earned, but has not received, a premium as a result of this policy, should report the missing premium immediately to his or her Supervisor.

Overtime

When operating requirements or other needs cannot be met during regular working hours, employees may be scheduled to work overtime. All overtime must be approved in advance by the employee's Supervisor. Working overtime without prior authorization may result in disciplinary action up to and including termination of employment.

All nonexempt employees in California will be paid a premium for overtime hours as follows:

1. One and one-half times their regular rate of pay for all hours worked in excess of eight (8) per workday, up to 12, or in excess of 40 in a workweek;
2. One and one-half times their regular rate of pay for the first eight (8) hours on the seventh consecutive day of work in a workweek; and

¹ Nonexempt employees who work more than 14 hours in a workday may be entitled to additional rest breaks.

3. Double the regular rate of pay for all hours worked in excess of 12 in a workday and after eight (8) hours on the seventh consecutive day of work in a workweek.

All nonexempt employees are entitled to at least one (1) day of rest every seven (7) days in a workweek unless certain exceptions apply as described in Aspire's Day of Rest Policy. An employee may independently and voluntarily choose not to take a day of rest and confirm such choice in writing with his or her Supervisor or Human Resources.

Discussion of Wages

No employee is prohibited from disclosing the amount of his or her wages. Aspire will not terminate, demote, suspend, or otherwise discriminate or retaliate against an employee who makes such a disclosure or because an employee exercises his or her rights, or aids or encourages other employees in exercising their rights, under California's Equal Pay Law.

This policy does not require disclosure of wages.

Day of Rest

In each workweek, Aspire will provide employees with at least one (1) day of rest for every seven (7) days within the workweek unless the total hours worked are 30 hours or fewer in the workweek and six (6) hours or fewer every day of the workweek. If the nature of the employee's work reasonably requires that the employee work seven (7) or more consecutive days, the day of rest requirement may be met by providing an average of one (1) day's rest for every seven (7) days on a monthly basis (e.g., four (4) days of rest per calendar month). An employee may also independently and voluntarily choose and confirm in writing not to take a day of rest. Day of Rest Confirmation Forms are available from Human Resources.

This policy does not apply in cases of emergency or to work performed in the protection of life or property from loss or destruction.

Aspire will reasonably accommodate an employee's observance of a Sabbath or other religious holy day, unless doing so would result in undue hardship to the conduct of Aspire business.

Employees will be paid for all hours worked in compliance with federal, state and local law.

Make-Up Time

Aspire allows the use of make-up time when nonexempt employees need time off to tend to personal obligations. Make-up time allows you to take time off and then make up the time later in the same workweek, or to work extra hours earlier in the workweek to make up for time that you will take off later in the workweek. Make-up time requests must be submitted in writing to your Supervisor or Principal before you work the time off. Requests will be considered for approval based on Aspire's legitimate business needs at the time the request is submitted. A separate written request is required each time you want to use make-up time. If you request time off that you intend to make up later in the week, you must submit your request at least 24 hours in advance of the desired time off. If you request to work make-up time first in order to take time off later in the week, you must submit your request at least 24 hours before working the make-up time. Your make-up time request must be approved in writing before you take the requested time off or work make-up time, whichever is first.

All make-up time must be worked in the same workweek as the time taken off. You may not work more than 11 hours in a day or 40 hours in a workweek as a result of making up time that was or would be lost due to a personal obligation.

If you take time off and are unable to work the scheduled make-up time for any reason, the hours you miss will normally be unpaid. However, your Supervisor or Principal may arrange with you another day to make up time if possible, based on scheduling needs. Once you work make-up time in advance of time you plan to take off, you must take that time off as planned, even if you become available to work.

Your use of make-up time is completely voluntary. Aspire does not encourage, discourage, or solicit the use of make-up time.

Travel Time

In addition to the Travel Time Policy in the Handbook, the following state-specific policies apply to nonexempt California employees.

One-Day Assignments to Another City

If an employee who regularly works in one city is given a one-day assignment in another city, which does not result in an overnight stay in that other city, the time spent traveling to/from the other city will be paid.

Out-of-Town Travel

Employees will be paid their regular rate of pay for all time spent on out-of-town travel, regardless of whether the travel occurs during or outside of normal working hours. Time spent driving, flying, or otherwise traveling to and from the out-of-town location is compensable, including time spent waiting to purchase a ticket, waiting for luggage, waiting for a plane to take off and other like circumstances. However, when an employee takes a break from travel to eat, sleep, or participate in other personal activities, such time is not compensable.

5.2 Benefit Eligibility

Regular full-time employees working a minimum of 30 hours per week become eligible for benefits on the first day of the month following their date of hire. Regular full-time employees who have been with Aspire for at least one year, have had a status change and work between 20 and 29 hours per week are eligible for partial benefits.

STRS/PERS Retirement Systems: The primary aim of the California State Teachers' Retirement System (CalSTRS) is to provide retirement-related benefits and services to teachers in public schools and community colleges. The California Public Employees' Retirement System (CalPERS) was established to allow public agency and classified school employees the opportunity to participate in state retirement services and Aspire participates to the extent permitted by law.

These are mandatory programs that California employees are automatically enrolled in. Both systems base the retirement allowance on the service years in the retirement program and include an employee contribution that Aspire matches. To be vested, you must be in the program for five years. If you leave the retirement program before five years, you will not get the employer match, nor will Aspire receive back its contribution.

Short Term Disability

Employees may be eligible for Short Term Disability under the California’s Short Term Disability program when they are unable to work due to their own illness or injury. Please contact Human Resources for more information.

6.2 Sick Days

Paid Sick and Safe Time

This policy provides California employees with paid sick time pursuant to the requirements of the Healthy Workplaces, Healthy Families Act of 2014 (the Act).

Sick Time—All Employees

Employees become eligible for sick leave once they have worked for Aspire in California for 30 days within a year. Employees may begin to use accrued sick leave on their 90th day of employment with Aspire. Accrued unused sick time will not cap unless your classification is one of the following:

- (1) Part-time (non-benefit eligible);
- (2) Temporary; or
- (3) Substitutes/Long Term Substitutes.

Under these classifications your sick time will carry over from year to year, but you may never have more than the maximum accrual amount (72 hours). When you hit this cap, accrual will stop and you will not accrue any additional sick time until your balance has dropped below 72 hours.

Number of Sick Days

Please refer to the Handbook or Accrual Chart, available on MyAspire.

Using Sick Days

Employees may request and use up to three (3) consecutive sick days. If sick time is taken for more than three (3) consecutive work days, Aspire may request that the employee provide reasonable supporting documentation establishing the need for and duration of sick time, including documentation from a licensed Health Care Provider. Employees who fraudulently use paid sick time for reasons other than those set forth here and in the Handbook may be subject to disciplinary action, up to and including termination of employment.

Per Aspire’s policy an employee may only be paid if sick time has been accrued. Employees may use sick time for absence from work due to preventive care for themselves or a family member, as well as for the diagnosis, care, or treatment of their or their family member’s existing health condition, including for an employee who is a victim of domestic violence, sexual assault, or stalking to seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

For purposes of this Act, “family member” means a (1) child (as defined by the Act), (2) parent (as defined by the Act), (3) spouse, (4) registered domestic partner, (5) grandparent, (6) grandchild, or (7) sibling. Aspire shall also provide paid Sick Days for an employee who is a victim of domestic violence, sexual assault, or stalking, as defined by law.

The employee must provide reasonable advance notification, orally or in writing, of the need to use sick leave, if foreseeable. When the need for sick time is unforeseeable, an employee must provide notice as soon as practicable. Employees should make a reasonable effort to speak to their Manager directly to provide such notice; voicemail and/or email should be used only if an employee is unable to reach their Manager. Notice should be provided for each day sick time is used, unless you have provided notice of an extended absence. Aspire cannot and does not condition the use of sick leave on the employee finding someone to cover his/her work.

Any absence without notice for three (3) consecutive work days will be grounds for termination of employment.

Aspire may require an employee to provide written confirmation that sick time was used for the reasons set forth above. Sick leave is not for “personal” absences, and may not be used during holidays, vacations, or for hours of work outside an employee's regular schedule. If there is reason to believe that sick pay has been misused, sick pay may not be awarded.

Sick time is paid based on the employee’s straight time pay rate in effect at the time the sick time is taken. Sick time is not considered time worked for the purpose of calculating overtime for the week in which the sick time was taken.

The guidelines set forth in this policy do not supersede applicable federal, state, or local law regarding leaves of absence, including leave taken under the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA) and/or as a reasonable accommodation under the Americans with Disabilities Act, or any other applicable federal, state, or local law, including those prohibiting discrimination and/or harassment.

Sick time will run concurrently with any leave taken under any federal, state or local law, including, but not limited to, leaves taken under the FMLA and/or CFRA.

When employment at Aspire ends for any reason, unused Sick Days are not paid out, but for California employees, sick time may be applied towards state retirement programs (CalSTRS or CalPERS), as provided by those plans.

Employees will not receive payment or other compensation for any accrued but unused paid sick time upon separation of employment for any reason.

Kin Care

Employees in California may take all of their legally mandated paid sick leave to care for a spouse, registered domestic partner, child, child of a registered domestic partner or parent who has an illness. This policy complies with California’s Kin Care Act.

Discrimination & Retaliation Prohibited

Aspire prohibits discrimination and/or retaliation against employees who request or use paid sick and safe time for authorized circumstances protected by law or for making a complaint or informing a person about a suspected violation of the law. Likewise, Aspire prohibits discrimination and/or retaliation for cooperating with officials in investigating claimed violations of the law, cooperating or participating in any investigation, administrative hearing or judicial action regarding an alleged violation, opposing any policy or practice that is prohibited by the law, or informing any person of his or her potential rights under the law. Employees should contact Human Resources with any questions or complaints.

For Oakland Employees

This sick leave policy applies specifically to employees working in Oakland and supplements the policies set forth for California employees generally, and in Aspire’s Handbook.

Permissible Uses

Eligible employees may take sick time for themselves and their eligible family members

- (a) for diagnosis, care or treatment of an existing medical condition;
- (b) for preventative care;
- (c) to attend a medical or dental appointment;
- (d) to attend to or provide care for a family member with a mental or physical illness; and/or
- (e) to recover or recuperate from an injury or health condition.

Eligible employees may also take “safe time” if the employee is a victim of domestic violence, sexual assault, or stalking, and time off is needed to attend to safety planning or other actions to assist the employee, such as judicial assistance, medical attention, counseling, etc.

Designated Person. In Oakland, a family member may also include a “designated person”. If an eligible employee who works in Oakland does not have a spouse or registered domestic partner, the employee may designate one person as to whom the employee wishes to use sick time to aid or care for that person. Designation of this person must be done within ten (10) working days of the date the employee is provided an opportunity to designate. Thereafter, Aspire will provide to eligible employees an opportunity to re-designate a designated person on an annual basis.

For Los Angeles Employees

This sick leave policy applies specifically to employees working in Los Angeles and supplements the policies set forth above and in Aspire’s Handbook.

Eligible employees may use sick leave for themselves and their eligible family members (a) for diagnosis, care or treatment of an existing medical condition; and/or (b) for preventive care.

Employees may also use sick leave if the employee is a victim of domestic violence, sexual assault or stalking and time off is needed to

- obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order, or other injunctive relief) to help ensure the health, safety, or welfare of the victim or his or her child;
- seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
- obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
- obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
- participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

For purposes of this policy, “eligible family members” include

- spouse;
- biological, adopted or foster child, stepchild, legal ward or a child to whom the employee has legal responsibility similar to that of a parent (irrespective of a child’s age or dependency status);
- biological, adoptive or foster parent, stepparent, or legal guardian of an employee or the employee’s spouse or registered domestic partner or a person who stood *in loco parentis* (in place of a parent) when the employee was a minor child;
- sibling;
- grandparent or grandchild;
- registered domestic partner (as defined by state or local law), as well as the child or parent of a registered domestic partner; and/or
- any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

6.3 Paid Time Off

Aspire grants Paid Time Off (PTO) to provide benefit-eligible employees with the flexibility to meet both work and personal needs. You can use PTO for any reason (e.g., vacation, illness, medical appointments, personal business), subject to approval by your Supervisor. Your Supervisor may set “blackout dates” during which requests for PTO will be denied (for example: during STAR testing for classroom teachers and principals, or during scheduled audits for an accountant).

Accrual of PTO: Accruals are based on your job title and classification. Please refer to the Accrual Chart on the MyAspire portal.

- The amount of PTO is based on workweek schedules, job title and job classification.
- The maximum limit on the amount of PTO you may accrue is two times your annual accrual, except as set forth below. Once an employee reaches the maximum accrual cap, no additional PTO will accrue until the employee's PTO balance falls below the maximum. There will be no retroactive accrual for the time an employee spends at the maximum accrual cap. PTO will carry over from year to year, subject to the maximum cap on accrual set forth above.
- Employees who transfer into a new role in Aspire will retain their existing PTO accrual balance, and will start accruing at the PTO rate applicable to the new role, up to the maximum accrual cap.
- Aspire retains the right to schedule required use of PTO to meet student and operational needs.

Amount of PTO

PTO accrual rates and caps for employees are based on accrual chart:

- 249 and 235 Exempt (salary): 12 days per school year; provided pro rata at eight (8) hours per month.
- 196 Exempt (salary): three (3) days per school year; provided pro rata at two (2) hours per month.
- 249 and 235 Nonexempt (hourly): 12 days per school year; provided pro rata at 8 hours per month
- 187 -212: three (3) days per school year; provided pro rata at two (2) hours per month.
- Part-Time Benefitted: Exempt (salary) and Nonexempt (hourly): Half of full time accrual for your classification.
- Regular Part Time (scheduled hours between 1 and 29 a week), Temporary, Substitutes, Long Term Substitutes: Do not accrue PTO.

Using PTO

To use PTO, you must follow these procedures:

- Submit PTO requests through Aspire's Time and Attendance system.
- Notify your Supervisor or Office Manager as soon as possible and except under unusual circumstances no later than 2 weeks before your requested time off.
- Advise your Supervisor or Office Manager of your anticipated return date and the need for work coverage.
- Receive written approval from your Supervisor before you use PTO.

PTO Advances

PTO advances are not permitted.

Status Changes

Full-time employees who transfer to part-time status, and are not eligible for part-time benefits, will keep their PTO balance at the time of transfer, but Aspire will not provide them any additional PTO while in part time status. The PTO balance will remain on the books and will be available for them to use whenever they choose. Employees will continue to accrue paid sick leave as required by any applicable law.

Unused PTO at Termination

When your employment with Aspire ends, any accrued but unused PTO will be paid out at your base rate of pay at the time of separation.

6.6 Family and Medical Leave

California Family Rights Act Leave

The provisions of California's Family Rights Act (CFRA) supplement and may differ from the federal Family and Medical Leave Act (FMLA). Aspire will grant leave in accordance with the requirements of applicable state law in effect at the time the leave is granted.

To the extent CFRA leave and FMLA leave run concurrently therewith, Aspire's policy pertaining to the employee's FMLA leave shall also apply to the employee's CFRA leave except as noted below, where the CFRA shall govern.

To be eligible for CFRA Leave benefits, you must (1) have worked for Aspire for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months as of the start of the leave; and (3) work at a location where at least 50 employees are employed by Aspire within 75 miles, as of the date the leave is requested.

Pursuant to the CFRA, an employee may take up to 12 weeks of unpaid leave for the birth of a child for purposes of bonding, for placement of a child in the employee's family for adoption or foster care, for the serious health condition of the employee's child, parent, or spouse, and for the employee's own serious health condition.

If CFRA leave is for the employee's own serious health condition, the employee may elect or the employer may require the employee to use any accrued PTO. Additionally, the employee may elect to use accrued sick leave for any other reason mutually agreed to by the employer.

Under the CFRA, "spouse" means a husband or wife as defined or recognized under state law for purposes of marriage in the state where the employee resides, including common law marriage or same sex marriage in states where these marriages are recognized. Additionally, CFRA Leave is available to eligible employees to care for a registered domestic partner with a serious health condition.

The requirements and procedures for requesting and taking CFRA leave for this purpose are generally the same as for leave to care for other family members, as stated in the Family and Medical Leave policy in the Handbook (Section 6.7) except that the restrictions on intermittent leave for instructional employees do not apply to CFRA Leave. Instructional employees may take CFRA pursuant to the same rules and under the same circumstances as any other covered employee.

All leave time taken to care for a registered domestic partner will be counted against the employee's state family and medical leave law entitlement to the fullest extent permitted by law.

Although the federal ("FMLA") and state ("CFRA") laws have different names, Aspire refers to these types of leaves collectively as "FMLA Leave." No greater or lesser leave benefits will be granted than those set forth in such state or federal laws. In certain situations, the federal law requires that provisions of state law apply. In any case, employees will be eligible for the most generous benefits available under applicable law.

Pregnancy and Pregnancy Related Disabilities Leave and Accommodations

Any California employee who is disabled by pregnancy, childbirth, or a related medical condition is eligible for an unpaid Pregnancy Disability Leave. There is no length of service requirement.

For purposes of this policy, you are disabled from working when, in the opinion of your Health Care Provider, you cannot work at all or are unable to perform any one or more of the essential functions of your job or to perform them without undue risk to yourself, the successful completion of your pregnancy, or to other persons as determined by a Health Care Provider. This term also applies to certain pregnancy-related conditions, such as severe morning sickness or if you need to take time off for prenatal or postnatal care, bed rest, post-partum depression, and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Reasonable Accommodation for Pregnancy-Related Disabilities

Any employee who is affected by pregnancy may also be eligible for a temporary transfer or another accommodation. There is no length of service requirement. You are affected by pregnancy if you are pregnant or have a related medical condition, and because of pregnancy, your Health Care Provider has certified that it is medically advisable for you to temporarily transfer or to receive some other accommodation.

Aspire will provide a temporary transfer to a less strenuous or hazardous position or duties or other accommodation to an employee affected by pregnancy if

- she requests a transfer or other accommodation;
- the request is based upon the certification of her Health Care Provider as "medically advisable"; and
- the transfer or other requested accommodation can be reasonably provided pursuant to applicable law.

No additional position will be created and Aspire will not discharge another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job as a part of the accommodation process.

Examples of reasonable accommodations include (1) modifying work schedules to provide earlier or later hours; (2) modifying work duties, practices, or policies; (3) providing time off; (4) providing furniture (such as stools) and modifying equipment and devices; and (5) providing additional break time for lactation or trips to the restroom. If time off or a reduction in hours is granted as a reasonable accommodation, Aspire will consider the reduced hours/time off as Pregnancy Disability Leave and deduct those hours from an employee's four-month leave entitlement.

Advance Notice and Medical Certification

To be approved for a Pregnancy Disability Leave, a temporary transfer or other reasonable accommodation, you must

- provide 30 days' advance notice before the leave of absence, transfer, or reasonable accommodation is to begin, if the need is foreseeable;
- provide as much notice as is practicable before the leave, transfer, or reasonable accommodation is to begin when 30 days' notice is not foreseeable; and
- Provide a signed medical certification from your Health Care Provider that states that you are disabled due to pregnancy or that it is medically advisable for you to be temporarily transferred or to receive some other requested accommodation.

Failure to provide Aspire with reasonable advance notice may result in the delay of leave, transfer or other requested accommodation.

Duration

Aspire will permit you a Pregnancy Disability Leave for the duration of your pregnancy-related disability for up to four (4) months. This leave may be taken intermittently or on a continuous basis, as certified by your Health Care Provider. The four months of leave available to an employee due to her pregnancy-related disability is defined as the number of days (and hours) the employee would normally work within four calendar months or 17.33 workweeks.

Aspire may require an employee to temporarily transfer to an available alternative position to meet the medical need of the employee to take intermittent leave or work on a reduced schedule as certified by the employee's Health Care Provider. The employee must be qualified for the alternative position, which will have an equivalent rate of pay and benefits, but not necessarily equivalent job duties.

Any temporary transfer or other reasonable accommodation provided to an employee affected by pregnancy will not reduce the amount of Pregnancy Disability Leave time the employee has available to her unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work.

The length of the transfer will depend upon the employee's physical condition before and after childbirth. Aspire may require you to provide a new certification if you request an extension of time for your leave, transfer, or other requested accommodation.

Reinstatement

If you and Aspire have agreed upon a definite date of return from your leave of absence or transfer, you will be reinstated on that date if you notify Aspire that you are able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, you will be returned to work within two (2) business days, where feasible, after you notify Aspire of your readiness to return.

Before you will be allowed to return to work in your regular job following a leave of absence or transfer, you must provide your Supervisor with a certification from your Health Care Provider that you can perform safely all of the essential duties of your position, with any reasonable accommodation. If you do not provide such a release prior to or upon reporting for work, you will be sent home until a release is provided. Any time before the release is provided will be unpaid.

You will be returned to the same or a comparable position upon the conclusion of your leave of absence or transfer. If the same position is not available on your scheduled return date, Aspire will provide you a comparable position on your scheduled return date or within 60 calendar days of that return date. However, you will not be entitled to any greater right to reinstatement than if you had not taken the leave. For example, you would have been laid off regardless of the leave, or you would not have been offered a comparable position, then you will not be entitled to reinstatement.

To the extent required by law, some extensions beyond an employee's pregnancy disability leave entitlement may be granted when the leave is necessitated by an employee's injury, illness or "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law.

Aspire will not discriminate or retaliate against employees because they request or make use of leave, a transfer, or other accommodations in accordance with this policy. This policy does not limit a pregnant employee's rights under any other policy or laws protecting gender, pregnancy and childbirth, or health conditions related to pregnancy or childbirth.

Integration with Other Benefits

Pregnancy Disability Leaves and accommodations that require you to work a reduced work schedule or to take time off from work intermittently are unpaid. You may elect to use accrued sick time and/or accrued PTO during the unpaid leave of absence. However, use of PTO will not extend the available leave of absence time. PTO and sick time hours will not accrue during any unpaid portion of the leave of absence, and you will not receive pay for official holidays that are observed during your leave of absence except during those periods when you are substituting PTO or sick time for unpaid leave.

California employees should apply for California State Disability insurance (SDI) benefits. SDI forms are available from Aspire or your Health Care Provider. Any SDI for which you are eligible will be integrated with accrued PTO, sick time, and/or other paid time off benefits so that you do not receive more than 100% of your regular pay.

Benefits

Aspire will maintain an employee's health insurance benefits during an employee's Pregnancy Disability Leave for a period of up to four months (as defined above) on the same terms as they were provided prior to the leave time. If you take additional time off following a Pregnancy Disability Leave that qualifies as CFRA Leave, Aspire will continue your health insurance benefits for up to a maximum of 12 workweeks in a 12-month period.

In some instances, Aspire may recover premiums it paid to maintain health insurance benefits if you fail to return to work following your Pregnancy Disability Leave for reasons other than taking additional leave afforded by law or Aspire policy or not returning due to circumstances beyond your control.

Family Temporary Disability Insurance (Paid Family Leave Benefits)

The Paid Family Leave (PFL) fund is administered by the California Employment Development Department (EDD), not Aspire, which means that employees must apply to the EDD to receive this benefit when the employee has been approved by Aspire for a leave of absence. In order to obtain approval for leave of absence for the reasons set forth below, the employee must contact the Human Resources Department. Leave to care for certain family members may be covered by applicable law for certain eligible employees. Leave that is not covered by applicable law may or may not be approved by Aspire, in Aspire's sole discretion. Nothing in this policy guarantees that Aspire will provide additional leaves of absence other than those already required by applicable law.

Through the PFL fund, the EDD will provide eligible employees with a wage supplement for a maximum of six (6) weeks within a 12-month period. PFL benefits may be available from the EDD for an otherwise Aspire-approved leave of absence for the following:

1. For the birth or placement of a child, as defined by the PFL law, for adoption or foster care within one year of the birth or placement of the child; or
2. To care for an immediate family member (spouse, registered domestic partner, child or parent, grandparent, grandchild, sibling and parent-in-law as defined by the PFL law) who is seriously ill and requires care.

PFL benefits will be coordinated with an otherwise authorized leave of absence. In such circumstances, the use of PFL benefits and/or PTO during the leave period will not extend the length of the leave beyond what is required by applicable law and/or Company policy. Employee benefits do not accrue during a leave of absence unless otherwise required by law or by applicable Company policies.

6.17 Military Leave

In addition to the federal protections included in Aspire's Handbook, employees in California who serve in the military are entitled to the rights and protections set forth in the California Military and Veteran's Code. Employees who are members of the National Guard or United States Reserve will be granted a temporary leave of absence without pay while engaged in military duty ordered for purposes of military training, drills, encampment, naval cruises, and special exercises or like activities. This leave is not to exceed 17 calendar days annually, including time involved in going to and returning from such duty. Collateral benefits will not be restricted or terminated because of an employee's temporary incapacity as a result of the employee's duty in the National Guard or Naval Militia, if the employee is ordered to duty or training for 52 weeks or less. Similarly, employees who are members of the state Military Reserve will be granted a temporary leave of absence without pay while engaged in military duty for purposes of military training, drills, unit training assemblies, or similar inactive duty training. This leave is not to exceed 15 calendar days annually, including time involved in going to and returning from that duty.

Employees who are members of California's National Guard or the National Guards of other states will be entitled to reinstatement upon return from a military leave for active service, so long as certain conditions are met. Employees returning from leave who were full-time employees will be restored to the same position or to a position of similar seniority, status and pay unless the employer's circumstances have so changed as to make it impossible or unreasonable to do so and part-time employees will be restored to the same position or to a position of similar seniority, status and pay, if any exists, so long as

- the employee is an officer or enlisted member of the National Guard of any state;
- the employee was called to active duty by the Governor of the state in which he or she serves in the National Guard or by the President of the United States;
- the employee received a certificate of satisfactory service in the National Guard;
- the employee is still qualified to perform the duties of the position;
- the employee made application for reinstatement to a full-time position within 40 days of being released from service;
- the employee made application for reinstatement to a part-time position within five (5) days of being released from service; and
- the employee's position was not temporary.

For one year following reemployment, Aspire will not discharge the employee without cause.

Aspire will not discriminate against members of the military or naval services of California or the United States.

Civil Air Patrol Leave

Aspire will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, Aspire will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

Aspire will provide not less than 10 days per year of leave but no more than three (3) days at a time to employees who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by Aspire for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol.

Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Leave under this policy is unpaid. An employee taking leave under this policy will not be required to exhaust accrued PTO, sick time, or any other type of accrued leave prior to taking unpaid Civil Air Patrol Leave.

Following leave under this policy, an employee must return to work as soon as practicable and must provide evidence of the satisfactory completion of Civil Air Patrol service. If the employee complies with these requirements, the employee will be restored to their prior position without loss of status, pay, or other benefits.

Family Military Leave

Employees who are spouses/registered domestic partners of certain military personnel may receive up to ten (10) days of unpaid leave during a qualified leave period. For purposes of this policy, a “qualified leave

period” means the period during which the individual is on leave from deployment during a period of military conflict.

An employee is eligible for leave under this policy if he or she

1. is the spouse/registered domestic partner of a person who
 - is a member of the Armed Forces of the United States who has been deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States, or
 - is a member of the National Guard or of the Reserves who has been deployed during a period of military conflict;
2. works for an average of 20 or more hours per week;
3. provides notice of his or her intention to take leave within two (2) business days of receiving notice that his or her spouse/registered domestic partner will be on leave from deployment; and
4. submits written documentation certifying that his or her spouse/registered domestic partner will be on leave from deployment during the time the leave is requested.

Military conflict means either a period of war declared by the United States Congress, or a period of deployment for which a member of a reserve component is ordered to active duty either by the Governor or the President of the United States.

Leave taken under this policy will not affect an employee’s right to any other benefits, although an employee may elect to use accrued PTO during the leave.

Aspire will not discriminate against, or tolerate discrimination against, any employee who requests and/or takes leave under this policy.

For more information, please contact your Supervisor or a Human Resources representative.

School or Child Care Activities Leave

Aspire allows California employees who are parents to use their PTO (or unpaid time off if no PTO is available) to attend to certain school or child care activities. An employee who is a parent to one or more children who are of the age to attend a licensed child care provider, kindergarten or grades one through 12 may take up to 40 hours of time off per school year to participate in any of the following:

- Finding, enrolling or reenrolling the child in a school or with a licensed child care provider;
- Participating in school or child care-related activities; or
- Addressing a child care provider or school emergency.

“Parent” includes parent, guardian, stepparent, foster parent, grandparent, and persons who stand *in loco parentis* (in place of a parent) to a child.

Child care provider or school emergencies occur when the child cannot remain in school or with a child care provider due to one of the following:

- The school or child care provider has requested that the child be picked up or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires that the child be picked up from school or child care;
- Behavioral or discipline problems;
- Closure or unexpected unavailability of the school or child care provider (excluding planned holidays);
- A natural disaster (e.g., fire, earthquake, or flood).

Time off for reasons other than a child care provider or school emergency is limited to eight (8) hours per calendar month.

Employees wishing to take time off for a planned absence (e.g., to participate in scheduled school or child care provider activities or enroll a child in school or with a child care provider) must provide reasonable advance notice to their Supervisor. Employees needing time off to address a child care provider or school emergency must provide notice to their Supervisor as soon as practicable.

If both parents of a child work for Aspire, only one parent—the first to provide notice—may take the time off. Aspire may approve both parents taking time off simultaneously on a case-by-case basis upon written request.

Aspire may require employees to provide documentation from the school or child care provider verifying that the employee participated in the school or child care activity, including the date and time of the activity.

Employees must use accrued PTO for any part of this leave. Employees who do not have PTO available will be allowed time off without pay.

School Discipline Leave

California employees who are the parent or custodial guardian of a child in kindergarten or grades one through 12 may take time off to attend a school conference involving the possible suspension of their child.

For an employee to be eligible for this leave, the child must be living with the employee, and the employee must provide advance notice that his or her appearance at the school has been requested.

Aspire may require employees to provide documentation, including a copy of the school's notice or some other certification stating that the employee's presence at the school is mandatory.

Employees wishing to take such leave may utilize their accrued PTO.

School visits for other purposes may be covered under Aspire's general School or Child Care Activities Leave policy.

6.18 Jury Duty

Aspire encourages its employees to fulfill their civic obligations by performing jury service when called. Our Jury Duty Policy applies to all full-time and part-time regular staff members.

Aspire will grant a leave of absence for jury duty to any employee who has been notified to serve, subject to the following conditions:

- You must provide a copy of the jury duty notice to your Supervisor immediately after you are summoned for jury duty.
- You will be compensated for up to 10 days of jury duty.
- Compensation for each day of jury duty will be equal to your regular daily earnings.
- Aspire does not provide jury duty pay after the first 10 days of service. Following 10 days of service, jury duty will be unpaid. Employees may choose to use accrued PTO.
- You are expected to report to work for any full or partial day you are excused from jury duty.
- You must provide a copy of the jury duty payment stub once you have received it.

Under California law, you have a right to serve on a jury without fear of harassment, dismissal, or retaliation. While on an excused absence for jury duty, all benefits shall remain in effect and the employee will continue to accrue PTO and sick days.

6.19 Time Off to Vote

Aspire encourages all employees to fulfill their civic responsibilities and to vote in all public elections. Most employees' schedules provide sufficient time to vote either before or after working hours. Aspire also encourages employees to take advantage of early voting whenever possible to minimize disruption to the workplace.

If you do not have sufficient time outside of working hours to vote, you may receive up to two hours of paid time off to vote. Any additional time off will be without pay.

Employees must request time off from their Supervisor at least two working days before Election Day so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to normal work schedules.

If approved for time off, you will not incur any attendance infractions for missing work in order to vote.

Election Officer Leave

Aspire will not terminate, suspend, or otherwise discriminate against employees who miss work to serve as an election officer on Election Day.

Aspire asks that employees provide reasonable advance notice of the need for time off to serve as an election official, so that the time off can be scheduled to minimize disruption to normal work schedules.

Time off under this policy will be unpaid. Proof of having served as an election official may be required.

Time Off for Bone Marrow Donation

Employees will be provided a leave of absence to undergo a medical procedure to donate bone marrow to another person. The combined length of bone marrow leave may not exceed five (5) workdays in any one-year period. To qualify for this leave, the employee must submit verification by a physician detailing that there is a medical necessity for the donation, as well as the length of each leave requested. Employees must use earned sick time/PTO concurrently with this time off. If an employee does not have enough earned sicktime/PTO to cover the leave, the remaining days of leave will be with pay by Aspire. Use of this leave will not be counted against any available FMLA/CFRA time. This is also not considered a break in service for purposes of benefits or seniority.

While an employee is on leave for bone marrow donation, Aspire will maintain all group health insurance benefits as if he or she were still at work.

In most circumstances, upon return from this leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she did not take a leave. For example, if an employee on leave for bone marrow donation would have been laid off had he or she not taken a leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

Time Off for Organ Donation

Employees will be provided a leave of absence to undergo a medical procedure to donate an organ to another person. The combined length of the leaves may not exceed 30 business days in any one-year period. To qualify for this leave, the employee must submit verification by a physician detailing that there is a medical necessity for the donation, as well as the length of each leave requested. Employees must use their available sick time/PTO during the first two weeks of leave, and the remaining days of leave, if any, will be with pay by Aspire. Use of this leave will be not be counted against any available FMLA/CFRA time. This is also not considered a break in continuous service for purposes of benefits or seniority.

While an employee is on leave for organ donation, Aspire will maintain all group health insurance benefits as if he or she were still at work.

In most circumstances, upon return from this leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she did not take a leave. For example, if an employee on leave for organ donation would have been laid off had he or she not taken a leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

Time Off for Domestic Violence Victims

Aspire will provide time off to any California employee who is a victim of domestic violence and/or a victim of sexual assault and/or victim of stalking so that the employee may obtain or attempt to obtain relief, and to help ensure the health, safety, or welfare of the employee or the employee's child. The relief that may be sought includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive

relief. When taking such leave, the employee should give Aspire reasonable notice of the leave, unless advance notice is not feasible. Aspire also may require the employee to provide written verification of the need for the time off, such as a police report, court order or documentation from a medical professional, etc.

Aspire will make reasonable accommodations for any employee who reports that he or she is the victim of domestic violence, sexual assault, or stalking, and requests that Aspire accommodate his or her safety while at work, unless undue hardship to Aspire would result. See Section 1.10 of the Handbook and of this Addendum.

Additionally, an employee who is a victim of domestic violence and/or a victim of sexual assault may take time off to attend to any of the following:

- (1) to seek medical attention for injuries caused by domestic violence;
- (2) to obtain service from a domestic violence shelter, program, or rape crisis center;
- (3) to obtain psychological counseling; and/or
- (4) to participate in safety planning and to take other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation.

Confidentiality regarding the situation, including the employee's request for time off, will be maintained to the greatest extent possible. Employees may use accrued benefits, such as PTO, in order to receive compensation during the time taken off from work.

Crime Victim Leave for Certain Felonies

Leave To Attend Court Proceedings for Serious Crimes

Aspire prohibits discrimination against an employee who wishes to take time off from work to attend judicial proceedings related to certain violent, serious, or theft/embezzlement-related felonies committed against the employee, the employee's immediate family member, the employee's registered domestic partner, or a child of the employee's registered domestic partner.

"Immediate family member" is defined as an employee's spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.

Before an employee may be absent from work to attend a judicial proceeding, the employee must give his or her Supervisor a copy of the notice of each scheduled proceeding that is provided to the victim by the agency responsible for providing notice, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee must provide within reasonable time documentation evidencing the judicial proceeding from (1) the court or government agency setting the hearing; (2) the district attorney or prosecuting attorney's office; or (3) the victim/witness office that is advocating on behalf of the victim.

Confidentiality regarding the situation, including an employee's request for time off, will be maintained to the greatest extent possible.

Employees may use accrued benefits, such as PTO time or sick time, in order to receive compensation during the time taken off from work.

Leave To Appear in Court

Aspire prohibits discrimination against an employee who is a victim of certain serious criminal offenses and wishes to take time off to appear in court to be heard at any proceeding, including any delinquency proceeding, involving a post-arrest release decision, plea, sentencing, or post-conviction release decision or any proceeding in which a right of the victim is at issue.

A "victim" means any employee who suffers direct or threatened physical, psychological or financial harm as a result of the commission or attempted commission of a serious criminal offense. The term "victim" also includes the employee's spouse, registered domestic partner, parent, child, sibling or guardian.

Before employees may take time off under this policy, they must provide Aspire with reasonable advance notice of their intention to take time off, unless the advance notice is not feasible.

If an employee must take an unscheduled absence due to victimization from a serious criminal offense, the employee must provide Aspire with a certification within a reasonable time. The types of certification to account for an unscheduled absence include a police report indicating the employee was a victim of one of the specified serious criminal offenses; a court order protecting or separating the employee from the perpetrator of one or more of the specified offenses, or other evidence from the court or prosecuting attorney that the employee has appeared in court.;

Confidentiality regarding the situation, including an employee's request for time off, will be maintained to the greatest extent possible.

Employees may use accrued benefits, such as PTO or sick leave, in order to receive compensation during the time taken off from work.

Volunteer Firefighters, Reserve Peace Officers, or Emergency Rescue Personnel Emergency Responder Leave

Aspire will not terminate or discipline any California employee who is a volunteer firefighter, reserve peace officer or emergency rescue personnel because the employee takes time off to perform emergency duty or engages in fire, law enforcement, or emergency rescue training. In the event you need to take time off for this type of emergency duty, please alert your Supervisor as soon as practicable and/or before leaving Aspire's premises, if the emergency arises during your scheduled work hours.

A "volunteer firefighter" includes any person registered as a volunteer member of a regularly organized fire department of a city, county, city and county, or district having official recognition of the government of the city, county, or district in which the department is located, or a regularly organized fire department of an unincorporated town.

"Emergency rescue personnel" includes any volunteer or paid officers, employees, or members of a fire department or fire protection or firefighting agency who perform first aid and medical services, rescue procedures and transportation or other related activities necessary to insure the health or safety of a person in immediate danger. Such personnel include those who work for the (1) federal or state government; (2) city, county, city and county, district or other public or municipal corporation or political subdivision of

this state; (3) sheriff's department, police department, or private fire department; or (4) disaster medical response entity sponsored or requested by the state.

Employees will also be allowed up to 14 calendar days of leave per year to engage in fire, law enforcement or emergency rescue training.

All time off taken under this policy is unpaid, except that exempt employees will be paid when required under applicable law.

7.8 Workers' Compensation

Aspire will grant eligible employees a Workers' Compensation Disability Leave in accordance with state law if you incur an occupational illness or injury. As an alternative, Aspire may offer you modified work. Leave taken under the Workers' Compensation Disability Policy runs concurrently with Family and Medical Leave under both federal and state law.

You must report all accidents, injuries and illnesses that occur while on Aspire property or while performing Aspire-compensated work or services, no matter how minor, to your immediate supervisor.

Should the injury require the attention of a doctor, please seek help immediately. In case of an emergency, you should call 911 or go to the nearest hospital emergency room for treatment, and then utilize the workplace clinics if additional treatment is necessary. Please contact your Office Manager or a Human Resources Representative who can provide you with a list of the nearest Kaiser-on-the-job clinics. This information is also located on MyAspire.

8.3 Final Paycheck

If you resign with at least 72 hours' notice, you will receive your final paycheck on the last day of employment. If you resign with fewer than 72 hours' notice, your final paycheck will be available in the Human Resources office within 72 hours after your last day of work. Upon request, your final paycheck may be mailed to you.

8.5 Unemployment Compensation

For unemployment insurance purposes, a "school employee" is an individual who works or provides services for a public or private nonprofit school employer. School employees may not be eligible for unemployment compensation during school recess periods, such as summer break, if they have a "reasonable assurance" of being "rehired" at the start of the next term. Questions on eligibility for unemployment compensation should be directed to the nearest office of the Employment Development Department (EDD), or visit www.edd.ca.gov/unemployment for more information.

ACKNOWLEDGMENT OF RECEIPT OF CALIFORNIA MEAL PERIOD AND REST BREAK POLICY

I acknowledge that I have been provided with and understand Aspire’s California Meal Period and Rest Break Policy, and understand that it is effective immediately. I agree to comply with this Policy.

I understand that I may be subject to disciplinary action, up to and including termination of employment, if I violate this Policy.

Employee Name (print)

Employee Signature

Date

ACKNOWLEDGMENT OF RECEIPT OF
CALIFORNIA ANTI-DISCRIMINATION/HARASSMENT/RETALIATION POLICY

I acknowledge that I have been provided with a copy of, and understand I am obligated to read, Aspire’s California Anti-Discrimination/Harassment/Retaliation Policy, and understand that it is effective immediately. I agree to comply with this Policy.

I understand that I may be subject to disciplinary action, up to and including termination of employment, if I violate this Policy.

Employee Name (print)

Employee Signature

Date

EMPLOYEE MEAL BREAK WAIVER FORM

I understand that I am entitled to a 30-minute duty-free unpaid meal period for every five hours of work. I understand that I may waive meal periods under the following circumstances:

_____ If I work no more than six hours on any given workday, I may waive my right to a meal period. By checking the box next to this paragraph and signing below, I am confirming that I am voluntarily electing to waive my employer’s obligation to provide a thirty minute uninterrupted meal period on any day I work six or fewer hours. I understand that any day I work more than six hours, this waiver is invalid. I understand that I may revoke this waiver at any time by providing written notice of the decision to do so.

_____ If I work more than ten hours, but no more than twelve hours, I understand that I am entitled to two thirty minute uninterrupted meal periods. By checking the box next to this paragraph and signing below, I am confirming that I am voluntarily electing to waive my employer’s obligation to provide a second thirty minute uninterrupted meal period, so long as any day that I waive my second meal period I will work no more than twelve hours and I have been provided a timely uninterrupted first meal period of 30 minutes. I understand that I may revoke this waiver at any time providing written notice of the decision to do so.

As a courtesy and for planning purposes, Aspire would appreciate receiving notice of revocation the day prior to the revocation taking effect.

Employee Name (print)

Employee Signature

Date

MEAL PERIOD AND REST BREAK PREMIUM AUTHORIZATION FORM

- Required to work through some or all of my first, 30-minute meal period on _____
- Required to work through some or all of my second, 30-minute meal period on _____
- Not authorized and permitted to take first rest break on _____
- Not authorized and permitted to take second rest break on _____
- Not authorized and permitted to take third rest break on _____

Employee Signature

Date

Employee ID No. _____

- Approved meal period premium
- Approved rest period premium

Supervisor Signature

Date

Supervisor ID No. _____

Submit approved form to Payroll Department

Appendix XIV:
The Charter School's Principal Biography



Laura Hawley, Principal, River Oaks Charter School

Working with children, on a daily basis, is both a passion and a privilege. I am thrilled to be a part of such an amazing community!

I am going into my 19th year at River Oaks Charter School. I began my career as a Special Education Teacher for two years before transitioning to ROCS as a founding teacher. I taught second and third grade for 14 years and strived to have a learning environment that promotes fun, growth, and a sense of family. During that time I was a lead teacher, math cadre member, peer coach, and led professional development. I then moved into the role of Assistant Principal for 3 years and worked with teachers from TK-5 to focus on planning, data, and instruction.

I am extremely excited to officially be the Principal at River Oaks! I believe every child deserves the right to an equitable education and I am deeply committed to supporting our students, teammates and community.

Appendix XV:
Aspire Public Schools Student Learning Framework

Aspire Student Learning Framework (SY 2020-2021)

A tool to support student learning and educator development at Aspire Public Schools



What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (ASLF) was created to support student learning and educator development at Aspire. Adapted from TNTP's CORE Teaching Rubric, the ASLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

What are the key components of the rubric?

- The rubric includes five discrete **domains**: Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching
- **Essential questions** that are the core questions to answer about the particular domain. In an effective teacher's classroom, the answer to each essential question is "yes."
- **Descriptor language** in each domain is used to differentiate five levels of performance. Descriptors focus on observable student actions and responses.
- **Core Teacher Skills**: A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

How was the rubric developed?

- After reviewing several research-based rubrics from high-performing CMOs, districts, and other sources, TNTP's Core Teaching Rubric was selected as a foundation for the Aspire Student Learning Framework based on its focus on observable student academic behaviors, alignment with Common Core and other rigorous content standards, and alignment with Hammond's Ready for Rigor Framework.
- A guiding team of regional Aspire leaders and an advisory team of teachers and administrators provided input on TNTP's original rubric and crafted the Culturally Responsive Teaching domain to align with Aspire values and instructional priorities.
- In this version of the rubric, descriptor language and core teaching skills have been coded to illustrate alignment between the rubric and culturally responsive teaching practices.

How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's [Ready for Rigor Framework](#) as a guide to highlight alignment with the rubric domains. Elements of the rubric that directly align with the Ready for Rigor Framework are tagged according to the key at the bottom of each page.

What are the general performance descriptor percentages?

Aspire educators have calibrated on the following suggested percentages related to common descriptor language in the domains - "Does not" = 1-24%, "Some" = 25-59%, "Most" = 60-84%, "All/Almost all" = 85-100%. While these percentages are intended to offer general guidance to educators regarding equitable application of the rubric, they are not "set in stone" - observers are encouraged to use appropriate discretion in applying the framework language to serve both students and teachers.

CULTURE OF LEARNING *Are all students engaged in the work of the lesson from start to finish?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions</p> <p>Students do not execute transitions, routines and procedures in an orderly manner. (CL)</p> <p>Students are left without work to do for a significant portion of the class period. (CL)</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. (CL)</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. (CL)</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. (CL)</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. (CL)</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. (CL)</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. (CL)</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. (CL)</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. (CL)</p>

Core Teacher Skills: Culture of Learning

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Using voice and presence to maintain authority and convey caring for students (LP)
- Investing time in knowing individual students and in forming relationships to best support their learning (LP)
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons
- Using efficient routines and procedures
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

ESSENTIAL CONTENT *Are all students working with content aligned to the appropriate standards for their subject and grade?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>All descriptors for Proficient are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

Core Teacher Skills: Essential Content

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Teacher delivers lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings

Note to observers: *When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.*

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

ACADEMIC OWNERSHIP *Are all students responsible for doing the thinking in this classroom?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. (IP)</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. (IP)</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own. (IP)</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. (IP)</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

Core Teacher Skills: Academic Ownership **Maintaining High Academic Expectations**

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. (A)</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. (A)</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.(A)</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice. (A)</p>

Core Teacher Skills: Demonstration of Learning

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

Note to observers: *Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling*

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

Culturally Responsive Teaching *Are all students and their communities valued for their individual and collective strengths?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Class does not exhibit a familial warmth and no evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students get little or no opportunity to feel their identity, experience, and culture is valued by the teacher and it is not reflected in the learning environment.</p> <p>Little or no explicit focus on building rapport or trust, emotional support is limited, and instructional scaffolding is ineffective. (LP)</p>	<p>Class somewhat exhibits a familial warmth and some evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students have few opportunities to feel their identity, experience, and culture is valued by the teacher and is somewhat reflected in the learning environment.</p> <p>Some focus on building rapport or trust, some emotional support is provided, and instructional scaffolding is somewhat effective. (LP)</p>	<p>Most of the class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Most of students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>Most students respond to instructor being a warm demander, emotional support is evident, and instructional scaffolding is effective. (LP)</p>	<p>Class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>All students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>All students respond to instructor being a warm demander due to emotional support and instructional scaffolding to move towards learner independence. (LP)</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Student interactions are caring and supportive of each other's social-emotional growth. With minimal teacher support, students use proactive social-emotional language and conflict resolution strategies to manage conflicts and relationships.</p> <p>Teacher actively seeks to learn about the contexts and cultural backgrounds/experiences of individual and groups of students, in order to build alliances and bridges across similarities and difference. (A)</p>

Core Teacher Skills: Culturally Responsive Teaching

Instruction

- Develop meaningful relationships that promote mutual trust and academic risk-taking
- Use local language and cultural knowledge as a foundation for the rest of the curriculum
- Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture while still validating students' culture and home language
- Help students make connections between what they are learning in school and their personal experiences
- Value multiple perspectives of historic and current events

Habits of Mind & Attitudes

- Cultivate habits of mind to actively address equity issues, such as checking implicit bias, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students
- Is aware and reflects on key personal triggers that cause them to move up the ladder of inference
- Collaborate with a diverse range of educators to solicit multiple perspectives and deepen understandings of how systems of oppression impact students and families

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

Appendix XVI:
The Charter School's Sample School Site Safety Plan



River Oaks Charter School

COMPREHENSIVE SCHOOL SAFETY PLAN
2020-2021 SCHOOL YEAR

This plan is effective: TBD
This plan has been reviewed on: February 27, 2021

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INTRODUCTION

Aspire Public Schools is committed to maintain a safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the physical

campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training regarding the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

SCHOOL SAFETY COMMITTEE

The undersigned members of the River Oaks Charter School Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

Laura Hawley
Principal (Designee)

Jamie Hodges
Office Manager

Kahlen Haro
Dean of Students

Jaime Villareal
Classified Employee (i.e. Building Manager)

Monica Cardona
Office Assistant

Schedule of School Safety Committee Meetings

- Minimum of 1 meeting per year.
- Please pre-populate the schedule (can be modified later on)
- One meeting must be at the beginning of the school year in order to review Emergency Preparedness for the year as a team
- Afterschool Director must take part in these meetings

- Once team meets, please sign under “Signature of Designee” on printed hard copy kept at the school

Date	Time	Description of Meeting	Signature of Designee
September 14, 2020	9:00	Review emergency preparedness Drill Schedule Emergency Buckets for classrooms	
will address dates based on school calendar per approved reopening by the state			
will address dates based on school calendar per approved reopening by the state			
will address dates based on school calendar per approved reopening by the state			

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours

- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office

- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she

reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outside policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a

parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

Response Options ALICE Training Institute: <http://www.alicetraining.com>

D-Prep LLC: <http://www.dprep.com>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Incident Command System – For Day Program

Role	Role Definition and Responsibilities
Incident Commander	Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent.
Public Information Officer	This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement.
Liaison Officer	Controls all internal communications. Posts and maintains status information.
Operations	In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.

Planning	Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners.
Logistics	Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources.
Finance	Supervises accounting and documentation.

Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate or shelter in place.

- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

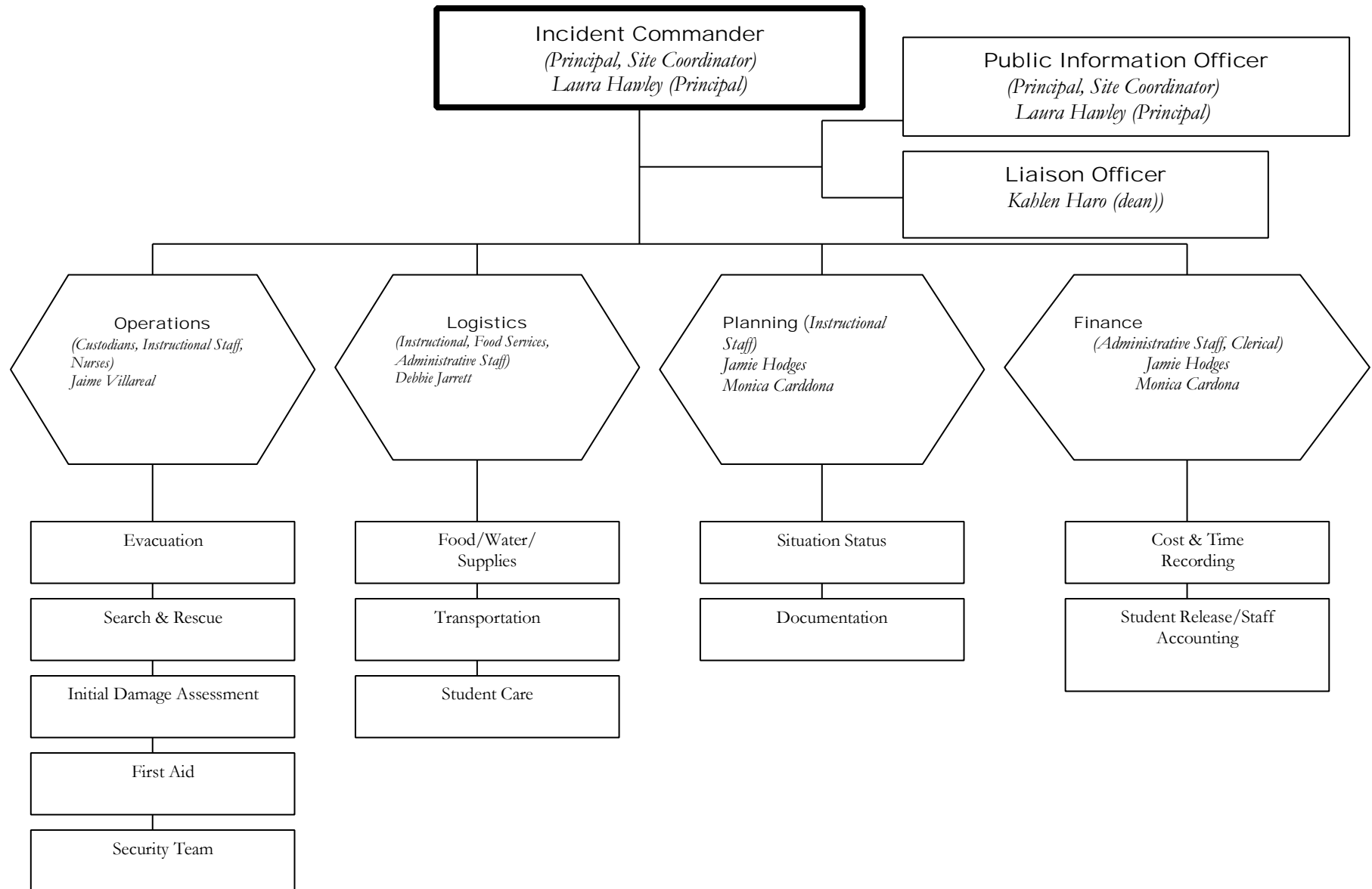
- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Incident Command System – For Afterschool Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



Role	Role Definition and Responsibilities
Incident Commander	Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent.
Public Information Officer	This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement.
Liaison Officer	Controls all internal communications. Posts and maintains status information.
Operations	In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.
Planning	Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners.
Logistics	Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources.
Finance	Supervises accounting and documentation.

Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.

- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Community Council

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at <http://www.ready.gov>. Other recommended items may include:

Solar blankets

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)

Log with special instructions from parents whose children have special needs

Staff Training Schedule

<i>Date & Time</i>	<i>Type of Training</i>	<i>Comments</i>
TBD	Drill Procedures teaching staff	
TBD	Drill Procedures non-teaching staff	
TBD	Emergency Kit Red Folder review	

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** Once per semester
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that requires a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule & Log – For Day Program

Month	Date	Type of Drill	How long did it take?	Activity of Students at time of Drill	Signatures & Date
*Aug or June (you decide)	will address dates based on school calendar per approved reopening by the state	Fire			
*Aug or June (you decide)	will address dates based on school calendar per approved reopening by the state	Earthquake			
*Aug or June (you decide)	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
Sept	will address dates based on school calendar per approved reopening by the state	Fire			
Sept	will address dates based on school calendar per approved reopening by the state	Earthquake			
Sept	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
Oct	will address dates based on school	Fire			

	calendar per approved reopening by the state				
Nov	will address dates based on school calendar per approved reopening by the state	Fire			
Dec	will address dates based on school calendar per approved reopening by the state	Fire			
Dec	will address dates based on school calendar per approved reopening by the state	Earthquake			
Dec	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
Jan	will address dates based on school calendar per approved reopening by the state	Fire			
Feb	will address dates based on school calendar per approved reopening by the state	Fire			
Mar	will address dates based on school calendar per approved reopening by the state	Fire			

Mar	will address dates based on school calendar per approved reopening by the state	Earthquake			
Mar	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
April	will address dates based on school calendar per approved reopening by the state	Fire			
May	will address dates based on school calendar per approved reopening by the state	Fire			
*June (you decide)	will address dates based on school calendar per approved reopening by the state	Fire			
*June (you decide)	will address dates based on school calendar per approved reopening by the state	Earthquake			
*June (you decide)	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			

*You can choose to have a fire, earthquake and Lockdown/Shelter in Place on either August or June. Whichever you decide, you need to fill

in the dates during that month and delete the rows of the month you're not doing

Drill Schedule & Log – For Afterschool Program (If you do not have an Afterschool Program, you can delete this table)

Month	Date	Type of Drill	How long did it take?	Activity of Students at time of Drill	Signatures & Date
*Aug or June (you decide)	will address dates based on school calendar per approved reopening by the state	Fire			
*Aug or June (you decide)	will address dates based on school calendar per approved reopening by the state	Earthquake			
*Aug or June (you decide)	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
Sept	will address dates based on school calendar per approved reopening by the state	Fire			
Sept	will address dates based on school	Earthquake			

	calendar per approved reopening by the state				
Sept	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
Oct	will address dates based on school calendar per approved reopening by the state	Fire			
Nov	will address dates based on school calendar per approved reopening by the state	Fire			
Dec	will address dates based on school calendar per approved reopening by the state	Fire			
Dec	will address dates based on school calendar per approved reopening by the state	Earthquake			
Dec	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
Jan	will address dates based on school calendar per approved reopening by the state	Fire			

Feb	will address dates based on school calendar per approved reopening by the state	Fire			
Mar	will address dates based on school calendar per approved reopening by the state	Fire			
Mar	will address dates based on school calendar per approved reopening by the state	Earthquake			
Mar	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			
April	will address dates based on school calendar per approved reopening by the state	Fire			
May	will address dates based on school calendar per approved reopening by the state	Fire			
*June (you decide)	will address dates based on school calendar per approved reopening by the state	Fire			
*June (you decide)	will address dates based on school	Earthquake			

	calendar per approved reopening by the state				
*June (you decide)	will address dates based on school calendar per approved reopening by the state	Lockdown/Shelter in Place			

*You can choose to have a fire, earthquake and Lockdown/Shelter in Place on either August or June. Whichever you decide, you need to fill in the dates during that month and delete the rows of the month you're not doing

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS(FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident

8. All Clear

Reverse 911 is a relatively new method in which local authorities can send out emergency messages that target specific geographic areas via phone. Determine if this is a service provided in your school's community by contacting your local law enforcement agency or fire department.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Office Manager will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the announcement of an EAS "Shelter in Place" message:

- Children on the playground or library will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

Situational Communication Plans

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

<p>911 Calls</p>	<ul style="list-style-type: none"> ● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Building and/or Office Manager will meet with the fire department/law enforcement upon their arrival to provide pertinent information and guidance. ● Indicate location of incident command post
<p>Mass Notification to Parents</p>	<p><u>During an emergency:</u></p> <p>All information will be delivered using the “parent square” messaging system.</p> <p>The principal or principal designee will determine if an immediate message is necessary and will deliver the message.</p> <hr/> <p><u>After an emergency:</u></p> <p>An informational message will be delivered by the principal or principal designee using the “parent square” messaging system.</p>

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Cell phone-Phone Number Directory and Phone Tree

If no Internet service:

Cell phone-Phone Number Directory and Phone Tree

PLAN FOR LOSS OF ELECTRICITY:

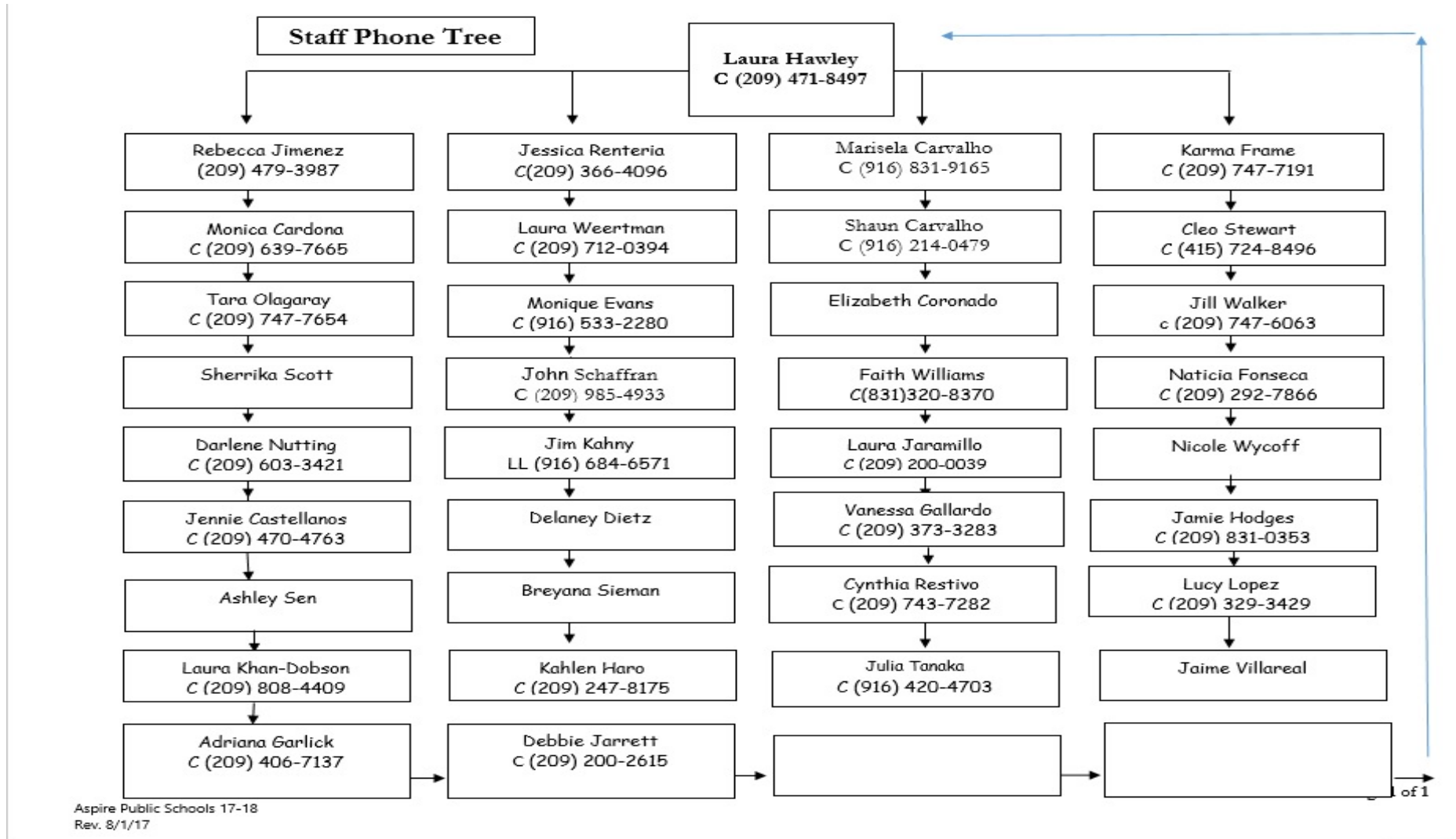
List loss of services in event of electrical outage:

Walkie Talkie Communications

List capability of backup power:

N/A

Insert ROCS Phone tree



Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the principal or designee.

Site Evacuation Plan & Map



Site Evacuation Plan & Map

Evacuation Drill – (2 times a year) (This is used in an event where the school property becomes unsafe.)

1. If the threat is at the back of the property,
 - A wing exits out the front doors.
 - C wing exits out the side doors (east parking lot doors).
2. Evacuate to Kindred Valley Gardens
 - Staff lead students on foot along the route (see map)

- **Jamie** (office support staff if absent) Call 911

Evacuate first aid and diabetic supplies and emergency logs

3. If the threat is at the front of the property,

- A wing exits out the back doors or think tank doors (K/1 hall).

- C wing exits out through the 4/5 bathrooms or think tank.

4. Evacuate through the back gate, down the levy to Kindred Valley Gardens.

- Staff will lead students on foot along the route. (see map)

- **Jamie** (office support staff if absent) Call 911 Call Kindred Valley Gardens

Evacuate first aide and diabetic supplies and emergency logs

Site Lockdown Procedures

Lock Down Drill (minimum of 4 times a year)

Mr. Eagle is Here- (This is used when the intruder is in the building.)

1. Doors are locked, students are moved out of sight and lights are turned out.
2. Call the office if a student is missing to locate them.
3. If students are in the bathroom, they are instructed to remain silent, in the bathroom stalls, until ROCS adult comes to get them.
4. Staff Responsibilities
 - **Jamie** (office support staff if absent) Call 911

Announce the drill “Mr. Eagle is Here” and the all clear call.

- **Jaime**(office support staff if absent)

Check A wing (instructional rooms/U-hall/ bathrooms)

Determine when to give the all clear signal for A-Wing

- **Laura**(office support staff if absent)

Check C wing (instructional rooms/bathrooms)

Report/locate any missing students or adults

Determine when to give the all clear signal for C-Wing

Mr. Eagle is in the neighborhood- (This is used when an incident is occurring in the area.)

1. All exterior doors are locked.
2. All students and staff stay or move to inside the building.
3. If necessary, special instructions on additional restrictions will be given to the staff as needed.
5. Staff Responsibilities

- **Jamie** (office support staff if absent) Call 911

Announce the drill “Mr. Eagle is in the Neighborhood” and the all clear call.

- **Jaime** (office support staff if absent)

Lock all exterior doors

Follow any other special directions

- **Laura** (office support staff if absent)

Offer any other special directions

Determine when to give the all clear signal

Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

* **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

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Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after initial quake due to after shocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Principal and/or custodian notify the appropriate electrical company (PG&E, SMUD, etc.).
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Active Shooter

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 1. If the threat on the inside is greater than the threat on the outside – evacuate (run)
 2. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
 3. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.

4. Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

CAMPUS ENVIRONMENT

Notice of Regulations

The Aspire School’s administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School’s discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
 - **ABIDE** by all Federal, State, County, and City Laws.
 - **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
 - **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.
- 16-17 Aspire Student Family Handbook 9
- **DESIST** from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
 - **KEEP AWAY** from gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
 - **MAINTAIN A PEACEFUL LEARNING ENVIRONMENT** by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
 - **PROTECT SCHOOL PROPERTY** by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don’t destroy or write on school buildings, grounds, or property.
 - **RESPECT THE LEARNING SPACE** by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
 - **DESIST** from carrying beeper devices, music devices, and cell phones.
 - **FOLLOW ADDITIONAL DISCIPLINE PROCEDURES** contained in the Student Family Handbook and as developed by the Advisory School Council.
 - **FOLLOW RULES** that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

School-Wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.
- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, etc.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults, etc..
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting, etc..
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

SUSPENSION & EXPULSION PROCEDURES

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

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

The Charter School will facilitate placement of expelled students by communicating with the authorizer as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

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

Discipline Foundation Policy

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

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

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

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

Positive Behavior Support Systems

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

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

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

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

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire implemented an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

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

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

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

Alternatives to Suspension
<ul style="list-style-type: none">● Parent Conference● Personal Reflection● Think Tank● School and/or community service● Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)● Behavior Daily Reports● Mentoring● Counseling● Peer Mediations● In-School Alternatives● Restorative conversations, circles, conferences and classroom presentations● Community building circles

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

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

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

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

- The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
- The RM/RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
- Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

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

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

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

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

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

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

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

Authority to Suspend

A teacher may suspend a student only from the teacher's classroom for the day of the suspension plus the following school day.

The Principal or the Principal's designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended for acts that are enumerated below and are related to attendance at school or a school activity that occur at any time, including any of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

A student may also be suspended or expelled for prohibited misconduct if the act is:

- a) related to an Aspire school activity;
- b) occurs at the school of attendance or any Aspire school; or
- c) occurs at an Aspire sponsored event.

Suspension Alternatives

For any student subject to discipline under this section, the school site Principal may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior. The Charter School promotes alternatives so that suspension be imposed only when other means of correction are documented and implemented but fail to bring about proper conduct.

These alternatives include, but are not limited to: family conferencing, Student Success Team planning, referring for assessment, referring to skill building groups to teach prosocial behavior, creating positive behavior support plans with tiered interventions, utilizing logical consequences, involving student in school community service, and/or engaging in restorative practices.

Prior to Suspension

The school Principal or admin designee may suspend a student from school for any of the reasons enumerated below for no more than five consecutive schooldays. Suspension shall be preceded by an informal conference conducted by the Principal or admin designee between the student and, whenever practicable, the school staff member who referred the student for discipline. Every reasonable effort will also be made to contact the student's parent/guardian to engage in this suspension conference. At this conference, the student and their parent/guardian shall be informed of the reason for any disciplinary action and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. If, after discussion of the incident and any factors that impact same, the school Principal or admin designee determines suspension is in order, the parent/guardian shall be provided a written notice of this discipline action. Additionally, the parent/guardian will be provided as part of the written suspension notice the family's right to appeal along with the due process steps to follow if appealing the suspension.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension

Enumerated Offenses:

Discretionary Suspension Offenses -

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
 - a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

- b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.
- 6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
- 7. Stole or attempted to steal school property or private property.
- 8. 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. This section does not prohibit possession or use by a student of their own prescription products.
- 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- 11. Knowingly received stolen school property or private property.
- 12. Possessed an imitation firearm meaning 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.
- 13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
- 16. Engaged in an act of bullying. For purposes of this section, the following terms mean
 - a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
- b. “Physical or verbal act or conduct” may include communications made in writing or by means of an “electronic act” (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
 - 1. Posting to or creating a “burn page” (i.e., an Internet Web site created with intent to cause impact as listed above).
 - 2. Creating a “credible impersonation” (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
 - 3. Creating a “false profile” (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
 - iii. An act of cyber sexual bullying.
 - 1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- 18. Robbery or extortion.
- 19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

***Discretionary Suspension Offenses
applying only to students in any of grades 4 to 12 inclusive -***

Students in grades 4 or higher may be suspended for any of the following acts when it is determined the student:

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. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
3. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
4. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
5. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Mandatory Suspension Offenses -

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).

5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).
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 pPrincipal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

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

4. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. **Notice of Suspension**- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's

suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to the Charter School.

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

Appeals Process

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.

1. Students, parents or guardians may submit an appeal in writing within five (5) school days of the suspension, and the appeal should be directed to the Regional Director of Student Services (RDSS). The RDSS will attempt to resolve the appeal with a written response within ten (10) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:
 - A. Uphold the suspension
 - B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student’s absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed. Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.
2. After appeal at the regional 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 for resolution with a written response within fifteen (15) school days.
3. 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 with twenty (20) school days.
4. If any appeal is denied, the parent may place a written rebuttal to the action in the student’s file.

EXPULSION

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

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

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- 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

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

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

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

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

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. If this information is not received within two weeks, the family is called by the Aspire Registrar to remind them of their opportunity to apply for readmission. If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return

once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student's application for readmission is reviewed by the board for approval. If approved, the student is re-admitted and a re-entry conference with the Principal of their charter school is scheduled to promote a smooth transition.

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

Expellable Offenses

Grounds for Expulsion

Enumerated Offenses:

Discretionary Expulsion Offenses -

Students may be expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. 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. This section does not prohibit possession or use by a student of their own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean: (A) "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following: (I) Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property. (II) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health. (III) Causing a reasonable student to experience substantial interference with their academic performance. (IV) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school. (B) "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following: (I) A message, text, sound, or image. (II) A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph (A) and including, but not limited to: (a) Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above). (b) Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated). (c) Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
 - i. An act of cyber sexual bullying.
 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described

in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - ii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - iii. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

Discretionary Expulsion Offenses

applying only to students in any of grades 4 to 12 inclusive -

Students in grades 4 or higher may be expelled for any of the following acts when it is determined the student:

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. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
3. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
4. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
5. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Limited Discretion Expulsion Offenses – Must Recommend Expulsion (i.e., Refer for Expulsion Hearing before the Aspire Administrative Panel) -

Unless the administrator determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, students shall be recommended for expulsion for any of the following incidents that occur on school campus or at a school activity off campus:

1. Causing serious physical injury to another person, except in self-defense. Ed Code §48915(a)(1)(A).
2. Possession of any knife or other dangerous object of no reasonable use to the student. Ed Code §48915(a)(1)(B).
3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code. Exceptions to this section include: (A) The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (B) The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed. Ed Code §48915(a)(1)(C).
4. Robbery or extortion. Ed Code §48915(a)(1)(D).
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Ed Code §48915(a)(1)(E).
6. **Note:** in the event the administrator determines that an alternative means of correction would address the misconduct, a multidisciplinary team meeting shall be held with the parent / guardian and student if age appropriate. The alternative means of correction (i.e., any interventions, supports, services, logical consequences, restrictions recommended as appropriate) shall be documented via an “In Lieu of Expulsion” form.

Findings Needed for Expulsion Under Discretionary as well as Limited Discretion -

A decision to expel a student for any of those acts above as listed under all Discretionary Expulsion Offenses and Limited Discretion Expulsion Offenses requires two findings of fact. The offense must be proven to have occurred as a first finding. Additionally, a second finding of fact must be shown and shall be based on one or both of the following:

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

Mandatory Expulsion Offenses -

Students shall be expelled for any of the following incidents that occur on school campus or at a school activity off campus:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration’s investigation. Ed Code §48915(c)(1).

2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Findings Needed for Expulsion under Mandatory Expulsion Offenses -

A decision to expel a student for any of those acts above as listed under Mandatory Expulsion Offenses requires only one finding of fact. The offense must be proven to have occurred. Given the nature of the offenses, a second finding of fact is not required.

SPECIAL PROCEDURE FOR DISCIPLINE OF STUDENTS WITH DISABILITIES

1. Disciplinary Removals of Less than 10 days:

The Charter School 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:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- 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 or was the direct failure of the LEA to implement the IEP/504 plan, 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 and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- b) If a behavioral intervention plan has 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 the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Notification of District of Residence

Aspire Public Schools shall immediately notify the expelled student's 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 (Senior 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 (Senior 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:

- 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;
- 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
- 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.

After the student's removal, the LEA shall conduct a Manifestation Determination meeting.

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

- 1) 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.
- 2) The parent has requested an evaluation of the child.
- 3) 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 Charter School shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Charter 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.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind.

Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth

receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

“Casual Dress” means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SAFETY BEFORE AND AFTER SCHOOL

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school’s authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” or who wish to file a discrimination or harassment complaint should complete Aspire’s “Community Complaint Form”, and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire’s Community Complaint and Discrimination Harassment procedures is included later in this handbook.

PREVENTION OF CHILD ABUSE POLICY

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California’s child abuse reporting requirements for teachers and other school staff, please contact the front office.

COMPREHENSIVE SCHOOL SAFETY PLAN REVIEW BY POLICE & FIRE DEPARTMENTS

Comprehensive school safety plan for each school must be reviewed by local first responders. Please contact your local fire and police department and document the following information to update your comprehensive school safety plan.

School: Aspire River Oaks Charter School | School Year 20/21

Address: 1901 Pyrenees Ave, Stockton, CA 95210

Police Department - Request for a review | Date: 9/10/2020

Contact Person @ Local Police Department Lt. Graviette

Contacted by Kahlen Haro, Dean of Students

Response/Recommendation(use additional pages, if needed):

Lt. Out of the office, but will be back later today and will call Mrs. Haro back with directions on where to send document for approval.

Lt. returned call and requested plan be emailed for review 9/10/2020. Will review and return by 9/18/20

Police Department Recommendations incorporated in Safety Plan, Date: _____

Fire Department - Request for a review | Date: 9/09/2020

Contact Person @ Local Fire Department Phil Simon

Contacted by Kahlen Haro, Dean of Students

Response/Recommendation(use additional pages, if needed):

Waiting to hear back from the Fire Department to see who I should forward this document to.

9/10/2020-Heard back from Pat Simon and was directed to send over this document for review. He will return once looked over.

Received feedback and recommended edits via email on 9/14/2020.

Recommended edits were made on 9/14/2020 by Kahlen Haro, Dean of Students

Approved by Local Fire Department 9/14/2020

Fire Department Recommendations incorporated in Safety Plan, Date: 9/14/2020 _____

Appendix XVII:
Aspire Public Schools' Evidence of Insurance



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/29/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1340 Treat Blvd #250 Walnut Creek, CA 94597	CONTACT NAME: Felicia McAroy
	PHONE (A/C, No, Ext): 925 482-9337 FAX (A/C, No): 925 482-9390 E-MAIL ADDRESS: Felicia.McAroy@MarshMMA.com
INSURED Aspire Public Schools 1001 22nd Ave Oakland, CA 94606	INSURER(S) AFFORDING COVERAGE NAIC #
	INSURER A : Massachusetts Bay Insurance Company 22306
	INSURER B : United Educators Ins a RecipRiskRet Grp 10020
	INSURER C : Oak River Insurance Company 34630
	INSURER D : Philadelphia Indemnity Insurance Co. 18058
	INSURER E : Allmerica Financial Benefit Insurance 41840
INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			ZHFD96697801	07/01/2020	07/01/2021	EACH OCCURRENCE \$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
							MED EXP (Any one person) \$ 15,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
							\$
E	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AWFD96700701	07/01/2020	07/01/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
							BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
							\$
B	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			L8708U	07/01/2020	07/01/2021	EACH OCCURRENCE \$ 5,000,000
							AGGREGATE \$ 5,000,000
							\$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N	N / A	ASWC136139	07/01/2020	07/01/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER
							E.L. EACH ACCIDENT \$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Empl. Practices			ZHFD96697801	07/01/2020	07/01/2021	\$1M Ea Claim/\$3M Agg
A	Directors/Officer			ZHFD96697801	07/01/2020	07/01/2021	\$1M Ea Claim/\$2M Agg
D	Fiduciary			PHSD1541009	07/01/2020	07/01/2021	\$1M Ea Claim/\$1M Agg

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence of Coverage.

CERTIFICATE HOLDER

CANCELLATION

Evidence of Coverage	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Alyssa Hilgen</i>

Appendix XVIII:
The Charter School's Financials

Budget Summary - River Oaks Charter School

		Three Year Budget				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Budget	Budget	Budget	Est	Est
Revenues						
State	LCFF	\$4,159,701	\$4,386,906	\$4,381,118	\$4,468,740	\$4,558,115
	Lottery	\$81,574	\$85,777	\$85,777	\$85,777	\$87,492
	Mandate Block Grant	\$6,912	\$6,911	\$7,267	\$7,267	\$7,413
	ASES Grant	\$133,169	\$133,169	\$133,169	\$133,169	\$133,169
	CSFG Facility Grant	\$255,982	\$255,982	\$255,982	\$261,101	\$266,323
	State SpEd	\$1,482	\$1,482	\$1,482	\$1,482	\$1,482
	Other State	-	-	-	-	-
Federal	Title I/II/III/IV	\$138,219	\$138,219	\$138,219	\$138,219	\$138,219
	CSP Grant	-	-	-	-	-
	CSFIG Facility Grant	-	-	-	-	-
	Federal SpEd	\$51,245	\$51,240	\$53,880	\$53,880	\$53,880
	Other Federal	\$440,542	-	-	-	-
Nutrition	Federal Nutrition	\$123,061	\$129,401	\$129,401	\$131,989	\$134,629
	State Nutrition	\$9,102	\$9,571	\$9,571	\$9,762	\$9,958
	Local Nutrition	\$12,182	\$12,810	\$12,810	\$13,066	\$13,328
Local	Donations	-	-	-	-	-
	Afterschool Fees	-	-	-	-	-
	Other Local	-	-	-	-	-
Transfers I	National Office Fees	-	-	-	-	-
	Regional Office Fees	-	-	-	-	-
	SpEd Regional Fees	-	-	-	-	-
	Inter-Entity Transfers In	-	-	-	-	-
	Inter-Fund Transfers In	-	-	-	-	-
Revenues - Total		\$5,413,172	\$5,211,468	\$5,208,676	\$5,304,454	\$5,404,008
Expenses - Personnel						
	Certificated Salaries	\$1,811,745	\$1,890,305	\$1,890,305	\$1,909,208	\$1,928,300
	Classified Salaries	\$345,607	\$336,807	\$336,807	\$340,175	\$343,577
	Stipends	\$52,312	\$42,993	\$43,853	\$44,730	\$45,625
	Substitutes	\$42,200	\$43,044	\$43,905	\$44,783	\$45,679
	Benefits & Payroll Taxes	\$788,125	\$885,107	\$1,015,185	\$1,064,929	\$1,095,812
Expenses - Personnel		\$3,039,989	\$3,198,256	\$3,330,054	\$3,403,825	\$3,458,992
Expenses - Operating						
Supplies	Books & Materials	\$122,872	\$90,780	\$92,596	\$94,448	\$96,336
	Computers & Equipment	\$139,031	\$64,120	\$16,242	\$16,567	\$16,899
	Furniture	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Services	Software	\$154,814	\$56,145	\$56,859	\$57,997	\$59,156
	Travel & Conferences	\$10,825	\$11,041	\$11,262	\$11,488	\$11,717
	Education Consultants	\$188,815	\$151,132	\$154,155	\$157,238	\$160,383
	Other Professional Services	\$22,061	\$22,715	\$23,170	\$23,633	\$24,106
	Teacher Residency Expenses	-	-	-	-	-
	Early College High School	-	-	-	-	-
	Field Trips	-	-	-	-	-
Base	Utilities & Communications	\$142,700	\$145,554	\$148,465	\$151,434	\$154,463
	Repairs & Maintenance	\$13,600	\$5,100	\$5,202	\$5,306	\$5,412
	Facility Contractors	\$71,760	\$73,195	\$74,659	\$76,152	\$77,675
	Leases	\$10,200	\$10,404	\$10,612	\$10,824	\$11,041
	Transportation	-	-	-	-	-
	Rent	\$379,232	\$379,232	\$379,232	\$386,817	\$394,553
	Food Services	\$118,206	\$124,296	\$124,296	\$126,782	\$129,317
	Authorizer Oversight Fees	\$41,597	\$43,869	\$43,811	\$44,687	\$45,581
	Insurance	\$25,460	\$30,552	\$33,607	\$34,279	\$34,965
	SpEd District Services	-	-	-	-	-
	Interest Payments	-	-	-	-	-
	Depreciation & Amortization	\$63,285	\$63,285	\$63,285	\$63,285	\$63,285
	Other Expenses	-	-	-	-	-
Transfers	National Office Contributions	\$574,426	\$578,551	\$580,856	\$592,473	\$604,322
	Regional Office Contributions	-	-	-	-	-
	SpEd Regional Contributions	\$74,098	\$74,098	\$74,098	\$74,098	\$74,098
	Inter-Entity Transfers Out	-	-	-	-	-
	Inter-Fund Transfers Out	-	-	-	-	-
Expenses - Operating		\$2,157,981	\$1,929,170	\$1,897,609	\$1,932,814	\$1,968,723
Expenses - Total		\$5,197,970	\$5,127,426	\$5,227,664	\$5,336,639	\$5,427,714
Surplus/(Deficit) - Current Year - Unadjusted		\$215,202	\$84,042	-\$18,988	-\$32,185	-\$23,707
+	Depreciation & Amortization	\$63,285	\$63,285	\$63,285	\$63,285	\$63,285
+	Inter-Entity Transfers	-	-	-	-	-
+	Restricted Sources with Balances	\$7,159	-	-	-	-
-	Principal Payments	-	-	-	-	-
Surplus/(Deficit) - Current Year - Adjusted		\$285,645	\$147,327	\$44,297	\$31,100	\$39,578
+	Contribution From/(To) Reserves	-	-	-	-	-
Surplus/(Deficit) - Overall		\$285,645	\$147,327	\$44,297	\$31,100	\$39,578

Students

	Three Year Budget				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Budget	Budget	Budget	Est	Est
Total enrollment	427	449	449	449	449
Attendance rate	96.0%	96.0%	96.0%	96.0%	96.0%
Total ADA	410	431	431	431	431
%Unduplicated	77%	77%	77%	77%	77%
%Free & reduced meal	70%	70%	70%	70%	70%
%ELL	18%	18%	18%	18%	18%

Enrollment	Year-End Average				
TK	24	26	26	26	26
Kindergarten	66	69	69	69	69
1st grade	66	72	72	72	72
2nd grade	66	72	72	72	72
3rd grade	66	70	70	70	70
4th grade	70	70	70	70	70
5th grade	69	70	70	70	70
6th grade	-	-	-	-	-
7th grade	-	-	-	-	-
8th grade	-	-	-	-	-
9th grade	-	-	-	-	-
10th grade	-	-	-	-	-
11th grade	-	-	-	-	-
12th grade	-	-	-	-	-
Total enrollment	427	449	449	449	449

Classes/sections					
TK	1.0	1.0	1.0	1.0	1.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st grade	3.0	3.0	3.0	3.0	3.0
2nd grade	3.0	3.0	3.0	3.0	3.0
3rd grade	3.0	3.0	3.0	3.0	3.0
4th grade	2.5	2.5	2.5	2.5	2.5
5th grade	2.5	2.5	2.5	2.5	2.5
6th grade	-	-	-	-	-
7th grade	-	-	-	-	-
8th grade	-	-	-	-	-
9th grade	-	-	-	-	-
10th grade	-	-	-	-	-
11th grade	-	-	-	-	-
12th grade	-	-	-	-	-
Total classes/sections	18.0	18.0	18.0	18.0	18.0

Average Class Size					
TK	24.0	26.0	26.0	26.0	26.0
Kindergarten	22.0	23.0	23.0	23.0	23.0
1st grade	22.0	24.0	24.0	24.0	24.0
2nd grade	22.0	24.0	24.0	24.0	24.0
3rd grade	22.0	23.3	23.3	23.3	23.3
4th grade	28.0	28.0	28.0	28.0	28.0
5th grade	27.6	28.0	28.0	28.0	28.0
6th grade	-	-	-	-	-
7th grade	-	-	-	-	-
8th grade	-	-	-	-	-
9th grade	-	-	-	-	-
10th grade	-	-	-	-	-
11th grade	-	-	-	-	-
12th grade	-	-	-	-	-
Average class size (weighted average)	23.7	24.9	24.9	24.9	24.9

Staff					
1110 Cert. Teachers	22.6	22.6	22.6	22.6	22.6
1200 Cert. Support	1.8	1.8	1.8	1.8	1.8
1300 Cert. Admin	2.0	3.0	3.0	3.0	3.0
2100 Instructional Aides	2.1	2.1	2.1	2.1	2.1
2200 Class. Support	-	-	-	-	-
2300 Class. Admin	-	-	-	-	-
2400 Clerical/Office Staff	2.0	2.0	2.0	2.0	2.0
2900 Class. Other	4.9	4.8	4.8	4.8	4.8
Total FTEs	35.4	36.3	36.3	36.3	36.3
Teacher FTEs	18.8	18.8	18.8	18.8	18.8

Assumptions

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Notes
	Budget	Budget	Budget	Est.	Est.	
Revenues						

Assumptions

		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
		Budget	Budget	Budget	Est.	Est.	Notes
Revenue Assumptions							
LCFF	COLA	-7.92%	-6.45%	-4.17%	2.00%	2.00%	May Revise
	Base grant per ADA - K-3	\$7,092	\$6,635	\$6,358	\$6,485	\$6,615	May Revise
	Base grant per ADA - 4-6	\$7,199	\$6,734	\$6,454	\$6,583	\$6,714	May Revise
	Base grant per ADA - 7-8	\$7,412	\$6,934	\$6,645	\$6,778	\$6,914	May Revise
	Base grant per ADA - 9-12	\$8,590	\$8,036	\$7,701	\$7,855	\$8,012	May Revise
	Grade level supplement % - K-3	10.4%	10.4%	10.4%	10.4%	10.4%	May Revise
	Grade level supplement % - 9-12	2.6%	2.6%	2.6%	2.6%	2.6%	May Revise
	Supplemental grant %	20.0%	20.0%	20.0%	20.0%	20.0%	May Revise
	Concentration grant threshold %	55.0%	55.0%	55.0%	55.0%	55.0%	May Revise
	Local district unduplicated %						
	Concentration grant %	50.0%	50.0%	50.0%	50.0%	50.0%	May Revise
EPA	% of total LCFF funding	28.1%	28.1%	28.1%	28.1%	28.1%	May Revise
Lottery	Amount per ADA - K-12	\$207	\$207	\$207	\$207	\$207	Should we revert to final budget
Mandate	Amount per ADA - K-8	\$17	\$17	\$17	\$17	\$17	Should we revert to final budget
	Amount per ADA - 9-12	\$47	\$47	\$47	\$47	\$47	Should we revert to final budget
SpEd	State special education funding rate (per ADA)						
	State mental health funding rate (per ADA)						
	Federal special education funding rate (per ADA)						
Expense Assumptions							
COLA	COLA		2.00%	2.00%	2.00%	2.00%	Internal assumption
Benefits	STRS %	16.15%	16.02%	18.10%	18.10%	18.10%	Final June Budget
	PERS %	20.70%	22.84%	25.50%	26.20%	26.92%	Final June Budget
	Medicare %	1.45%	1.45%	1.45%	1.45%	1.45%	Internal assumption
	OASDI %	6.20%	6.20%	6.20%	6.20%	6.20%	Internal assumption
	Other benefits costs %	2.15%	2.21%	2.27%	2.38%	2.45%	Internal assumption
	Healthcare Cost Increase		20%	20%	10%	5%	Internal assumption
Other	Authorizer oversight fees	1.00%	1.00%	1.00%	1.00%	1.00%	
	Central Office Contribution			Based on Enrollment/ADA			

Cash Flow

2020-2021

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP
Revenue													
LCFF - net state aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.0%	3.0%	3.0%	3.0%	0.0%	31.0%
LCFF - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	40.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%
SB740 facility grant	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	6.0%	11.0%	10.0%	10.0%	0.0%
State nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other state	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%
Federal nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other federal	0.0%	0.0%	67.0%	0.0%	0.0%	11.0%	0.0%	0.0%	11.0%	0.0%	0.0%	11.0%	0.0%
LCFF - In lieu of property taxes	7.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	0.0%
Local nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
(1000) Certificated Salaries	8.0%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	0.0%
(2000) Classified Salaries	7.0%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	0.0%
(3000) Employee Benefits	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	16.0%
(4000) Books/Supplies	13.0%	13.0%	11.0%	10.5%	10.5%	10.5%	3.0%	3.0%	3.0%	3.0%	3.0%	0.0%	16.5%
(5000) Services/Other Operating Expenses	10.8%	10.8%	10.8%	10.8%	10.8%	10.8%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%	14.5%
(5870) Interest	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(6000) Capital Outlay	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(7000) All Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

Cash Flow

2020-2021	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 163,884	\$ 500,031	\$ 264,377	\$ 512,598	\$ 520,046	\$ 516,506	\$ 751,527	\$ 806,133	\$ 681,540	\$ 542,607	\$ 423,355	\$ 292,405	\$ 45,904	
Revenues															
State															
LCFF - net state aid	\$ 4,159,701	\$ 207,985	\$ 207,985	\$ 374,373	\$ 374,373	\$ 374,373	\$ 374,373	\$ 374,373	\$ 207,985	\$ 124,791	\$ 124,791	\$ 124,791	\$ -	\$ 1,289,507	\$ 4,159,701
LCFF - education protection account															
Lottery	\$ 81,574			\$ 20,394			\$ 20,394			\$ 20,394			\$ 20,394		\$ 81,574
Mandate block grant	\$ 6,912					\$ 6,912									\$ 6,912
ASES grant	\$ 133,169					\$ 53,268	\$ 46,609					\$ 33,292			\$ 133,169
SB740 facility grant	\$ 255,982						\$ 127,991					\$ 63,995		\$ 63,995	\$ 255,982
State SpEd	\$ 1,482	\$ 74	\$ 74	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 89	\$ 163	\$ 148		\$ 1,482
State nutrition	\$ 9,102			\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 683	\$ 228	\$ 9,102
Other state															
Subtotal State	\$ 4,647,922	\$ 208,059	\$ 208,059	\$ 395,810	\$ 375,417	\$ 435,596	\$ 570,410	\$ 375,417	\$ 209,029	\$ 146,228	\$ 159,082	\$ 189,860	\$ 21,224	\$ 1,353,730	\$ 4,647,922
Federal															
Title I/II/III	\$ 138,219				\$ 27,644		\$ 55,288				\$ 55,288				\$ 138,219
CSFIG facility grant															
Federal SpEd	\$ 51,245			\$ 12,811				\$ 12,811				\$ 12,811	\$ 12,811		\$ 51,245
Federal nutrition	\$ 123,061			\$ 12,306	\$ 12,306	\$ 12,306	\$ 12,306	\$ 12,306	\$ 12,306	\$ 12,306	\$ 12,306	\$ 12,306	\$ 9,230	\$ 3,077	\$ 123,061
Other federal	\$ 440,542			\$ 295,163			\$ 48,460			\$ 48,460			\$ 48,460		\$ 440,542
Subtotal Federal	\$ 753,068			\$ 320,281	\$ 39,950	\$ 12,306	\$ 116,053	\$ 25,117	\$ 12,306	\$ 60,766	\$ 67,594	\$ 25,117	\$ 70,501	\$ 3,077	\$ 753,068
Local															
LCFF - In lieu of property taxes															
Local nutrition	\$ 12,182			\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 914	\$ 305	\$ 12,182
Other local															
Subtotal Local	\$ 12,182			\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 1,218	\$ 914	\$ 305	\$ 12,182
Total Revenues	\$ 5,413,172	\$ 208,059	\$ 208,059	\$ 717,309	\$ 416,585	\$ 449,121	\$ 687,682	\$ 401,752	\$ 222,553	\$ 208,212	\$ 227,894	\$ 216,195	\$ 92,639	\$ 1,357,111	\$ 5,413,172
Expenses															
(1000) Certificated Salaries	\$ 1,906,257	\$ 152,501	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432	\$ 159,432		\$ 1,906,257
(2000) Classified Salaries	\$ 345,607	\$ 24,192	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219	\$ 29,219		\$ 345,607
(3000) Employee Benefits	\$ 788,125	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 55,169	\$ 126,100	\$ 788,125
(4000) Books/Supplies	\$ 266,902	\$ 34,697	\$ 34,697	\$ 29,359	\$ 28,025	\$ 28,025	\$ 28,025	\$ 8,007	\$ 8,007	\$ 8,007	\$ 8,007	\$ 8,007		\$ 44,039	\$ 266,902
(5000) Services/Other Operating Expenses	\$ 1,179,270	\$ 126,771	\$ 126,771	\$ 126,771	\$ 126,771	\$ 126,771	\$ 126,771	\$ 41,274	\$ 41,274	\$ 41,274	\$ 41,274	\$ 41,274	\$ 41,274	\$ 170,994	\$ 1,179,270
(5870) Interest															
(6000) Capital Outlay	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274		\$ 63,285
(7000) All Other Outgo	\$ 648,524	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044	\$ 54,044		\$ 648,524
Total Expenses	\$ 5,197,970	\$ 452,648	\$ 464,607	\$ 459,269	\$ 457,934	\$ 457,934	\$ 457,934	\$ 352,420	\$ 352,420	\$ 352,420	\$ 352,420	\$ 352,420	\$ 344,412	\$ 341,133	\$ 5,197,970
Surplus/(Deficit)	\$ 215,202	\$ (244,589)	\$ (256,548)	\$ 258,040	\$ (41,350)	\$ (8,814)	\$ 229,748	\$ 49,333	\$ (129,867)	\$ (144,207)	\$ (124,525)	\$ (136,224)	\$ (251,774)	\$ 1,015,978	\$ 215,202
Assets															
Accounts Receivables (prior year)	\$ 773,075	\$ 618,460	\$ 38,653.75	\$ 38,653.75	\$ 77,308									\$ -	\$ -
Liabilities															
Accounts Payable (prior year)	\$ (153,563)	\$ (42,998)	\$ (23,034)	\$ (53,747)	\$ (33,784)									\$ -	\$ -
Principal Payment														\$ -	\$ -
Debt Funding/Intra Org														\$ -	\$ -
Capital Expenditures															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ (63,285)	\$ (63,285)
Ending Cash Balance		\$ 500,031	\$ 264,377	\$ 512,598	\$ 520,046	\$ 516,506	\$ 751,527	\$ 806,133	\$ 681,540	\$ 542,607	\$ 423,355	\$ 292,405	\$ 45,904		

2021-2022	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	
Timing Assumptions														
Revenue														
LCFF - net state aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	0.0%	9.0%	Cash Deferral period
LCFF - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	
Lottery	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
ASES grant	0.0%	0.0%	0.0%	0.0%	40.0%	35.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
SB740 facility grant	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%	

Cash Flow

State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	6.0%	11.0%	10.0%	0.0%
State nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other state	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%
Federal nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other federal	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
LCFF - In lieu of property taxes	7.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	0.0%
Local nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
(1000) Certificated Salaries	8.0%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	0.0%
(2000) Classified Salaries	7.0%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	0.0%
(3000) Employee Benefits	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	16.0%
(4000) Books/Supplies	10.0%	10.0%	8.0%	7.5%	7.5%	7.5%	6.6%	6.6%	6.6%	6.6%	6.6%	0.0%	16.5%
(5000) Services/Other Operating Expenses	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	14.5%
(5870) Interest	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(6000) Capital Outlay	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(7000) All Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

Cash Flow

2021-2022	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 45,904	\$ 143,764	\$ 137,405	\$ 359,213	\$ 609,324	\$ 837,782	\$ 1,095,507	\$ 1,129,315	\$ 1,150,313	\$ 1,192,756	\$ 1,302,290	\$ 1,400,123	\$ 1,067,334	
Revenues															
State															
LCFF - net state aid	\$ 4,386,906	\$ 219,345	\$ 219,345	\$ 394,822	\$ 394,822	\$ 394,822	\$ 394,822	\$ 394,822	\$ 394,822	\$ 394,822	\$ 394,822	\$ 394,822	\$ -	\$ 394,822	\$ 4,386,906
LCFF - education protection account	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lottery	\$ 85,777	\$ -	\$ -	\$ 21,444	\$ -	\$ -	\$ 21,444	\$ -	\$ -	\$ 21,444	\$ -	\$ -	\$ 21,444	\$ -	\$ 85,777
Mandate block grant	\$ 6,911	\$ -	\$ -	\$ -	\$ -	\$ 6,911	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,911
ASES grant	\$ 133,169	\$ -	\$ -	\$ -	\$ -	\$ 53,268	\$ 46,609	\$ -	\$ -	\$ -	\$ 33,292	\$ -	\$ -	\$ -	\$ 133,169
SB740 facility grant	\$ 255,982	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 127,991	\$ -	\$ -	\$ -	\$ -	\$ 63,995	\$ -	\$ 63,995	\$ 255,982
State SpEd	\$ 1,482	\$ 74	\$ 74	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 89	\$ 163	\$ 148	\$ -	\$ 1,482
State nutrition	\$ 9,571	\$ -	\$ -	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 718	\$ 239	\$ 9,571
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 4,879,798	\$ 219,419	\$ 219,419	\$ 417,356	\$ 395,912	\$ 456,091	\$ 591,956	\$ 395,912	\$ 395,912	\$ 417,356	\$ 429,160	\$ 459,937	\$ 22,310	\$ 459,056	\$ 4,879,798
Federal															
Title I/II/III	\$ 138,219	\$ -	\$ -	\$ -	\$ 27,644	\$ -	\$ 55,288	\$ -	\$ -	\$ -	\$ 55,288	\$ -	\$ -	\$ -	\$ 138,219
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 51,240	\$ -	\$ -	\$ 12,810	\$ -	\$ -	\$ -	\$ 12,810	\$ -	\$ -	\$ -	\$ 12,810	\$ 12,810	\$ -	\$ 51,240
Federal nutrition	\$ 129,401	\$ -	\$ -	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 9,705	\$ 3,235	\$ 129,401
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 318,860	\$ -	\$ -	\$ 25,750	\$ 40,584	\$ 12,940	\$ 68,228	\$ 25,750	\$ 12,940	\$ 12,940	\$ 68,228	\$ 25,750	\$ 22,515	\$ 3,235	\$ 318,860
Local															
LCFF - In lieu of property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local nutrition	\$ 12,810	\$ -	\$ -	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 961	\$ 320	\$ 12,810
Other local	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Local	\$ 12,810	\$ -	\$ -	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 961	\$ 320	\$ 12,810
Total Revenues	\$ 5,211,468	\$ 219,419	\$ 219,419	\$ 444,387	\$ 437,777	\$ 470,312	\$ 661,465	\$ 422,943	\$ 410,133	\$ 431,577	\$ 498,668	\$ 486,968	\$ 45,786	\$ 462,612	\$ 5,211,468
Expenses															
(1000) Certificated Salaries	\$ 1,976,342	\$ 158,107	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ 165,294	\$ -	\$ 1,976,342
(2000) Classified Salaries	\$ 336,807	\$ 23,576	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ -	\$ 336,807
(3000) Employee Benefits	\$ 885,107	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 61,957	\$ 141,617	\$ 885,107
(4000) Books/Supplies	\$ 160,000	\$ 16,000	\$ 16,000	\$ 12,800	\$ 12,000	\$ 12,000	\$ 10,560	\$ 10,560	\$ 10,560	\$ 10,560	\$ 10,560	\$ -	\$ 26,400	\$ -	\$ 160,000
(5000) Services/Other Operating Expenses	\$ 1,053,236	\$ 81,626	\$ 81,626	\$ 81,626	\$ 81,626	\$ 81,626	\$ 81,626	\$ 68,460	\$ 68,460	\$ 68,460	\$ 68,460	\$ 68,460	\$ 68,460	\$ 152,719	\$ 1,053,236
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ -	\$ 63,285
(7000) All Other Outgo	\$ 652,649	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ 54,387	\$ -	\$ 652,649
Total Expenses	\$ 5,127,426	\$ 400,928	\$ 413,014	\$ 409,814	\$ 409,014	\$ 409,014	\$ 409,014	\$ 394,409	\$ 394,409	\$ 394,409	\$ 394,409	\$ 394,409	\$ 383,849	\$ 320,736	\$ 5,127,426
Surplus/(Deficit)	\$ 84,042	\$ (181,509)	\$ (193,595)	\$ 34,573	\$ 28,763	\$ 61,298	\$ 252,451	\$ 28,535	\$ 15,725	\$ 37,169	\$ 104,260	\$ 92,560	\$ (338,062)	\$ 141,875	\$ 84,042
Assets															
Accounts Receivables (prior year)	\$ 1,357,111	\$ 444,662	\$ 250,188	\$ 250,188	\$ 250,188	\$ 161,886	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liabilities															
Accounts Payable (prior year)	\$ (341,133)	\$ (170,567)	\$ (68,227)	\$ (68,227)	\$ (34,113)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Principal Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Funding/Intra Org	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenditures															
Facility - Acquisition & Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility - Tenant Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Capital Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (add back)	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ -	\$ 63,285
Ending Cash Balance	\$ 143,764	\$ 137,405	\$ 359,213	\$ 609,324	\$ 837,782	\$ 1,095,507	\$ 1,129,315	\$ 1,150,313	\$ 1,192,756	\$ 1,302,290	\$ 1,400,123	\$ 1,067,334			

2022-2023

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP
Revenue													
LCFF - net state aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	0.0%	9.0%
LCFF - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	40.0%	35.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SB740 facility grant	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%

Cash Flow

State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	6.0%	11.0%	10.0%	0.0%
State nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other state	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%
Federal nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other federal	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
LCFF - In lieu of property taxes	7.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	0.0%
Local nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
(1000) Certificated Salaries	8.0%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	0.0%
(2000) Classified Salaries	7.0%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	0.0%
(3000) Employee Benefits	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	16.0%
(4000) Books/Supplies	10.0%	10.0%	8.0%	7.5%	7.5%	7.5%	6.6%	6.6%	6.6%	6.6%	6.6%	0.0%	16.5%
(5000) Services/Other Operating Expenses	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	14.5%
(5870) Interest	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(6000) Capital Outlay	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(7000) All Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

2022-2023	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 1,067,334	\$ 1,094,754	\$ 859,344	\$ 851,612	\$ 892,383	\$ 951,859	\$ 1,202,131	\$ 1,228,884	\$ 1,242,167	\$ 1,276,894	\$ 1,378,713	\$ 1,469,491	\$ 1,127,135	
Revenues															
State															
LCFF - net state aid	\$ 4,381,118	\$ 219,056	\$ 219,056	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 394,301	\$ 4,381,118
LCFF - education protection account															
Lottery	\$ 85,777			\$ 21,444			\$ 21,444			\$ 21,444			\$ 21,444		\$ 85,777
Mandate block grant	\$ 7,267					\$ 7,267									\$ 7,267
ASES grant	\$ 133,169					\$ 53,268	\$ 46,609				\$ 33,292				\$ 133,169
SB740 facility grant	\$ 255,982						\$ 127,991					\$ 63,995		\$ 63,995	\$ 255,982
State SpEd	\$ 1,482	\$ 74	\$ 74	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 89	\$ 163	\$ 148		\$ 1,482
State nutrition	\$ 9,571			\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 957	\$ 718	\$ 239	\$ 9,571
Other state															
Subtotal State	\$ 4,874,366	\$ 219,130	\$ 219,130	\$ 416,835	\$ 395,391	\$ 455,926	\$ 591,435	\$ 395,391	\$ 395,391	\$ 416,835	\$ 428,639	\$ 459,416	\$ 22,310	\$ 458,535	\$ 4,874,366
Federal															
Title I/II/III	\$ 138,219				\$ 27,644		\$ 55,288				\$ 55,288				\$ 138,219
CSFIG facility grant															
Federal SpEd	\$ 53,880			\$ 13,470				\$ 13,470				\$ 13,470	\$ 13,470		\$ 53,880
Federal nutrition	\$ 129,401			\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 12,940	\$ 9,705	\$ 3,235	\$ 129,401
Other federal															
Subtotal Federal	\$ 321,500			\$ 26,410	\$ 40,584	\$ 12,940	\$ 68,228	\$ 26,410	\$ 12,940	\$ 12,940	\$ 68,228	\$ 26,410	\$ 23,175	\$ 3,235	\$ 321,500
Local															
LCFF - In lieu of property taxes															
Local nutrition	\$ 12,810			\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 961	\$ 320	\$ 12,810
Other local															
Subtotal Local	\$ 12,810			\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 1,281	\$ 961	\$ 320	\$ 12,810
Total Revenues	\$ 5,208,676	\$ 219,130	\$ 219,130	\$ 444,526	\$ 437,256	\$ 470,147	\$ 660,944	\$ 423,082	\$ 409,612	\$ 431,056	\$ 498,148	\$ 487,107	\$ 46,446	\$ 462,091	\$ 5,208,676
Expenses															
(1000) Certificated Salaries	\$ 1,978,063	\$ 158,245	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ 165,438	\$ -	\$ 1,978,063
(2000) Classified Salaries	\$ 336,807	\$ 23,576	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ 28,475	\$ -	\$ 336,807
(3000) Employee Benefits	\$ 1,015,185	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 71,063	\$ 162,430	\$ 1,015,185
(4000) Books/Supplies	\$ 114,040	\$ 11,404	\$ 11,404	\$ 9,123	\$ 8,553	\$ 8,553	\$ 8,553	\$ 7,527	\$ 7,527	\$ 7,527	\$ 7,527	\$ 7,527	\$ 7,527	\$ 18,817	\$ 114,040
(5000) Services/Other Operating Expenses	\$ 1,065,331	\$ 82,563	\$ 82,563	\$ 82,563	\$ 82,563	\$ 82,563	\$ 82,563	\$ 69,247	\$ 69,247	\$ 69,247	\$ 69,247	\$ 69,247	\$ 69,247	\$ 154,473	\$ 1,065,331
(5870) Interest															
(6000) Capital Outlay	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ -	\$ 63,285
(7000) All Other Outgo	\$ 654,954	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ 54,579	\$ -	\$ 654,954
Total Expenses	\$ 5,227,664	\$ 406,705	\$ 418,797	\$ 416,516	\$ 415,946	\$ 415,946	\$ 415,946	\$ 401,603	\$ 401,603	\$ 401,603	\$ 401,603	\$ 401,603	\$ 394,076	\$ 335,719	\$ 5,227,664
Surplus/(Deficit)	\$ (18,988)	\$ (187,575)	\$ (199,667)	\$ 28,010	\$ 21,310	\$ 54,201	\$ 244,998	\$ 21,479	\$ 8,009	\$ 29,454	\$ 96,545	\$ 85,505	\$ (347,630)	\$ 126,371	\$ (18,988)
Assets															
Accounts Receivables (prior year)	\$ 462,612	\$ 370,089	\$ 23,131	\$ 23,131	\$ 46,261									\$ -	\$ -
Liabilities															
Accounts Payable (prior year)	\$ (320,736)	\$ (160,368)	\$ (64,147)	\$ (64,147)	\$ (32,074)									\$ -	\$ -

Cash Flow

Principal Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Funding/Intra Org	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Capital Expenditures</i>																
Facility - Acquisition & Construction																\$ -
Facility - Tenant Improvements																\$ -
Other Capital Expenditures																\$ -
Depreciation (add back)	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ -
Ending Cash Balance		\$ 1,094,754	\$ 859,344	\$ 851,612	\$ 892,383	\$ 951,859	\$ 1,202,131	\$ 1,228,884	\$ 1,242,167	\$ 1,276,894	\$ 1,378,713	\$ 1,469,491	\$ 1,127,135			

2023-2024

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP
Revenue													
LCFF - net state aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	0.0%	9.0%
LCFF - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	40.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%
SB740 facility grant	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	6.0%	11.0%	10.0%	0.0%
State nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other state	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%
Federal nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other federal	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
LCFF - In lieu of property taxes	7.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	0.0%
Local nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
(1000) Certificated Salaries	8.0%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	0.0%
(2000) Classified Salaries	7.0%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	0.0%
(3000) Employee Benefits	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	16.0%
(4000) Books/Supplies	10.0%	10.0%	8.0%	7.5%	7.5%	7.5%	6.6%	6.6%	6.6%	6.6%	6.6%	0.0%	16.5%
(5000) Services/Other Operating Expenses	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	14.5%
(5870) Interest	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(6000) Capital Outlay	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(7000) All Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

2023-2024	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 1,127,135	\$ 1,142,810	\$ 900,417	\$ 889,555	\$ 928,680	\$ 988,060	\$ 1,240,796	\$ 1,267,741	\$ 1,281,215	\$ 1,316,134	\$ 1,418,144	\$ 1,510,394	\$ 1,160,417	
Revenues															
State															
LCFF - net state aid	\$ 4,468,740	\$ 223,437.02	\$ 223,437	\$ 402,187	\$ 402,187	\$ 402,187	\$ 402,187	\$ 402,187	\$ 402,187	\$ 402,187	\$ 402,187	\$ 402,187	\$ -	\$ 402,187	\$ 4,468,740
LCFF - education protection account	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lottery	\$ 85,777	\$ -	\$ -	\$ 21,444	\$ -	\$ -	\$ 21,444	\$ -	\$ -	\$ 21,444	\$ -	\$ -	\$ 21,444	\$ -	\$ 85,777
Mandate block grant	\$ 7,267	\$ -	\$ -	\$ -	\$ -	\$ 7,267	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,267
ASES grant	\$ 133,169	\$ -	\$ -	\$ -	\$ -	\$ 53,268	\$ 46,609	\$ -	\$ -	\$ -	\$ 33,292	\$ -	\$ -	\$ -	\$ 133,169
SB740 facility grant	\$ 261,101	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 130,551	\$ -	\$ -	\$ -	\$ -	\$ 65,275	\$ -	\$ 65,275	\$ 261,101
State SpEd	\$ 1,482	\$ 74	\$ 74	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 89	\$ 163	\$ 148	\$ -	\$ -	\$ 1,482
State nutrition	\$ 9,762	\$ -	\$ -	\$ 976	\$ 976	\$ 976	\$ 976	\$ 976	\$ 976	\$ 976	\$ 976	\$ 732	\$ 244	\$ -	\$ 9,762
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 4,967,299	\$ 223,511	\$ 223,511	\$ 424,740	\$ 403,296	\$ 463,831	\$ 601,900	\$ 403,296	\$ 403,296	\$ 424,740	\$ 436,544	\$ 468,601	\$ 22,325	\$ 467,706	\$ 4,967,299
Federal															
Title I/II/III	\$ 138,219	\$ -	\$ -	\$ -	\$ 27,644	\$ -	\$ 55,288	\$ -	\$ -	\$ -	\$ 55,288	\$ -	\$ -	\$ -	\$ 138,219
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 53,880	\$ -	\$ -	\$ 13,470	\$ -	\$ -	\$ -	\$ 13,470	\$ -	\$ -	\$ -	\$ 13,470	\$ 13,470	\$ -	\$ 53,880
Federal nutrition	\$ 131,989	\$ -	\$ -	\$ 13,199	\$ 13,199	\$ 13,199	\$ 13,199	\$ 13,199	\$ 13,199	\$ 13,199	\$ 13,199	\$ 9,899	\$ 3,300	\$ -	\$ 131,989
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 324,088	\$ -	\$ -	\$ 26,669	\$ 40,843	\$ 13,199	\$ 68,487	\$ 26,669	\$ 13,199	\$ 13,199	\$ 68,487	\$ 26,669	\$ 23,369	\$ 3,300	\$ 324,088
Local															
LCFF - In lieu of property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local nutrition	\$ 13,066	\$ -	\$ -	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 980	\$ 327	\$ 13,066
Other local	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Cash Flow

Subtotal Local	\$ 13,066	\$ -	\$ -	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 1,307	\$ 980	\$ 327	\$ 13,066
Total Revenues	\$ 5,304,454	\$ 223,511	\$ 223,511	\$ 452,716	\$ 445,446	\$ 478,337	\$ 671,693	\$ 431,272	\$ 417,802	\$ 439,246	\$ 506,337	\$ 496,577	\$ 46,674	\$ 471,332	\$ 5,304,454
Expenses															
(1000) Certificated Salaries	\$ 1,998,721	\$ 159,898	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 167,166	\$ 1,998,721
(2000) Classified Salaries	\$ 340,175	\$ 23,812	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 28,760	\$ 340,175
(3000) Employee Benefits	\$ 1,064,929	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 74,545	\$ 1,064,929
(4000) Books/Supplies	\$ 116,321	\$ 11,632	\$ 11,632	\$ 9,306	\$ 8,724	\$ 8,724	\$ 8,724	\$ 8,724	\$ 7,677	\$ 7,677	\$ 7,677	\$ 7,677	\$ 7,677	\$ 7,677	\$ 116,321
(5000) Services/Other Operating Expenses	\$ 1,086,638	\$ 84,214	\$ 84,214	\$ 84,214	\$ 84,214	\$ 84,214	\$ 84,214	\$ 84,214	\$ 70,631	\$ 70,631	\$ 70,631	\$ 70,631	\$ 70,631	\$ 70,631	\$ 1,086,638
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 63,285
(7000) All Other Outgo	\$ 666,571	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 55,548	\$ 666,571
Total Expenses	\$ 5,336,639	\$ 414,923	\$ 427,139	\$ 424,812	\$ 424,231	\$ 424,231	\$ 424,231	\$ 409,601	\$ 409,601	\$ 409,601	\$ 409,601	\$ 409,601	\$ 401,924	\$ 347,144	\$ 5,336,639
Surplus/(Deficit)	\$ (32,185)	\$ (191,412)	\$ (203,628)	\$ 27,904	\$ 21,215	\$ 54,106	\$ 247,463	\$ 21,671	\$ 8,201	\$ 29,645	\$ 96,736	\$ 86,976	\$ (355,250)	\$ 124,188	\$ (32,185)
Assets															
Accounts Receivables (prior year)	\$ 462,091	\$ 369,672	\$ 23,105	\$ 23,105	\$ 46,209									\$ -	\$ -
Liabilities															
Accounts Payable (prior year)	\$ (335,719)	\$ (167,860)	\$ (67,144)	\$ (67,144)	\$ (33,572)									\$ -	\$ -
Principal Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Funding/Intra Org	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenditures															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ (63,285)	\$ (63,285)
Ending Cash Balance		\$ 1,142,810	\$ 900,417	\$ 889,555	\$ 928,680	\$ 988,060	\$ 1,240,796	\$ 1,267,741	\$ 1,281,215	\$ 1,316,134	\$ 1,418,144	\$ 1,510,394	\$ 1,160,417		

2024-2025

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP
Revenue													
LCFF - net state aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	0.0%	9.0%
LCFF - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	40.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%
SB740 facility grant	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	6.0%	11.0%	10.0%	0.0%
State nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other state	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%
Federal nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other federal	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
LCFF - In lieu of property taxes	7.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	0.0%
Local nutrition	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.5%	2.5%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
(1000) Certificated Salaries	8.0%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	0.0%
(2000) Classified Salaries	7.0%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	0.0%
(3000) Employee Benefits	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	16.0%
(4000) Books/Supplies	10.0%	10.0%	8.0%	7.5%	7.5%	7.5%	6.6%	6.6%	6.6%	6.6%	6.6%	6.6%	16.5%
(5000) Services/Other Operating Expenses	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	14.5%
(5870) Interest	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(6000) Capital Outlay	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
(7000) All Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

2024-2025	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 1,160,417	\$ 1,175,267	\$ 928,420	\$ 917,463	\$ 957,682	\$ 1,018,518	\$ 1,275,606	\$ 1,304,154	\$ 1,319,232	\$ 1,356,184	\$ 1,459,798	\$ 1,554,956	\$ 1,199,045	
Revenues															
State															
LCFF - net state aid	\$ 4,558,115	\$ 227,906	\$ 227,906	\$ 410,230	\$ 410,230	\$ 410,230	\$ 410,230	\$ 410,230	\$ 410,230	\$ 410,230	\$ 410,230	\$ 410,230	\$ -	\$ 410,230	\$ 4,558,115

Cash Flow

LCFF - education protection account		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lottery	\$ 87,492	\$ -	\$ -	\$ 21,873	\$ -	\$ -	\$ 21,873	\$ -	\$ -	\$ 21,873	\$ -	\$ -	\$ 21,873	\$ -	\$ -	\$ -	\$ 87,492
Mandate block grant	\$ 7,413	\$ -	\$ -	\$ -	\$ -	\$ 7,413	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,413
ASES grant	\$ 133,169	\$ -	\$ -	\$ -	\$ -	\$ 53,268	\$ 46,609	\$ -	\$ -	\$ -	\$ 33,292	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 133,169
SB740 facility grant	\$ 266,323	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 133,162	\$ -	\$ -	\$ -	\$ -	\$ 66,581	\$ -	\$ -	\$ 66,581	\$ -	\$ 266,323
State SpEd	\$ 1,482	\$ 74	\$ 74	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 133	\$ 89	\$ 163	\$ 148	\$ -	\$ -	\$ -	\$ 1,482
State nutrition	\$ 9,958	\$ -	\$ -	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 747	\$ 249	\$ -	\$ -	\$ 9,958
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 5,063,952	\$ 227,980	\$ 227,980	\$ 433,233	\$ 411,359	\$ 472,040	\$ 613,004	\$ 411,359	\$ 411,359	\$ 433,233	\$ 444,607	\$ 477,970	\$ 22,768	\$ 477,060	\$ 5,063,952		
Federal																	
Title I/II/III	\$ 138,219	\$ -	\$ -	\$ -	\$ 27,644	\$ -	\$ 55,288	\$ -	\$ -	\$ -	\$ 55,288	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 138,219
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 53,880	\$ -	\$ -	\$ 13,470	\$ -	\$ -	\$ -	\$ 13,470	\$ -	\$ -	\$ -	\$ 13,470	\$ 13,470	\$ -	\$ -	\$ -	\$ 53,880
Federal nutrition	\$ 134,629	\$ -	\$ -	\$ 13,463	\$ 13,463	\$ 13,463	\$ 13,463	\$ 13,463	\$ 13,463	\$ 13,463	\$ 13,463	\$ 13,463	\$ 10,097	\$ 3,366	\$ -	\$ -	\$ 134,629
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 326,728	\$ -	\$ -	\$ 26,933	\$ 41,107	\$ 13,463	\$ 68,750	\$ 26,933	\$ 13,463	\$ 13,463	\$ 68,750	\$ 26,933	\$ 23,567	\$ 3,366	\$ 326,728		
Local																	
LCFF - In lieu of property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local nutrition	\$ 13,328	\$ -	\$ -	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,000	\$ 333	\$ -	\$ -	\$ 13,328
Other local	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Local	\$ 13,328	\$ -	\$ -	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,000	\$ 333	\$ 13,328		
Total Revenues	\$ 5,404,008	\$ 227,980	\$ 227,980	\$ 461,498	\$ 453,799	\$ 486,835	\$ 683,087	\$ 439,625	\$ 426,155	\$ 448,028	\$ 514,691	\$ 506,236	\$ 47,335	\$ 480,759	\$ 5,404,008		
Expenses																	
(1000) Certificated Salaries	\$ 2,019,603	\$ 161,568	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ 168,912	\$ -	\$ -	\$ -	\$ 2,019,603
(2000) Classified Salaries	\$ 343,577	\$ 24,050	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ 29,048	\$ -	\$ -	\$ -	\$ 343,577
(3000) Employee Benefits	\$ 1,095,812	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 76,707	\$ 175,330	\$ -	\$ -	\$ 1,095,812
(4000) Books/Supplies	\$ 118,647	\$ 11,865	\$ 9,492	\$ 8,899	\$ 8,899	\$ 8,899	\$ 7,831	\$ 7,831	\$ 7,831	\$ 7,831	\$ 7,831	\$ 7,831	\$ -	\$ 19,577	\$ -	\$ -	\$ 118,647
(5000) Services/Other Operating Expenses	\$ 1,108,370	\$ 85,899	\$ 85,899	\$ 85,899	\$ 85,899	\$ 85,899	\$ 85,899	\$ 72,044	\$ 72,044	\$ 72,044	\$ 72,044	\$ 72,044	\$ 72,044	\$ 160,714	\$ -	\$ -	\$ 1,108,370
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 63,285	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ -	\$ -	\$ -	\$ 63,285
(7000) All Other Outgo	\$ 678,421	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ 56,535	\$ -	\$ -	\$ -	\$ 678,421
Total Expenses	\$ 5,427,714	\$ 421,898	\$ 434,239	\$ 431,866	\$ 431,273	\$ 431,273	\$ 431,273	\$ 416,350	\$ 416,350	\$ 416,350	\$ 416,350	\$ 416,350	\$ 408,520	\$ 355,620	\$ 5,427,714		
Surplus/(Deficit)	\$ (23,707)	\$ (193,918)	\$ (206,259)	\$ 29,632	\$ 22,526	\$ 55,562	\$ 251,814	\$ 23,275	\$ 9,805	\$ 31,678	\$ 98,340	\$ 89,885	\$ (361,185)	\$ 125,139	\$ (23,707)		
Assets																	
Accounts Receivables (prior year)	\$ 471,332	\$ 377,066	\$ 23,567	\$ 23,567	\$ 47,133									\$ -	\$ -	\$ -	\$ -
Liabilities																	
Accounts Payable (prior year)	\$ (347,144)	\$ (173,572)	\$ (69,429)	\$ (69,429)	\$ (34,714)									\$ -	\$ -	\$ -	\$ -
Principal Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Funding/Intra Org	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenditures																	
Facility - Acquisition & Construction														\$ -	\$ -	\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -	\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -	\$ -	\$ -
Depreciation (add back)		\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ 5,274	\$ (63,285)	\$ (63,285)	\$ (63,285)	\$ (63,285)
Ending Cash Balance		\$ 1,175,267	\$ 928,420	\$ 917,463	\$ 957,682	\$ 1,018,518	\$ 1,275,606	\$ 1,304,154	\$ 1,319,232	\$ 1,356,184	\$ 1,459,798	\$ 1,554,956	\$ 1,199,045				

Appendix XIX:
Aspire Public Schools' Executive Team Biographies

Aspire Public Schools Senior Leadership Team Biographies

Mala Batra, Chief Executive Officer

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations – overseeing the launch of six new Aspire schools, designing the organization’s strategic planning process, leading Aspire’s expansion into Memphis, and supporting the spinoff of Schoolzilla to share Aspire’s data tools with the sector. Mala served as Aspire’s Chief of Staff for 3 years before serving as interim CEO in 2018.

Prior to joining Aspire, Mala held strategy and 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.

Jeanine Hawk, Chief Financial Officer

Jeanine Hawk was most recently Chief Financial Officer for Bay Area Council and Bay Area Council Foundation. She oversaw the financial, human resource, IT and administrative functions of the organizations. She collaborated with the policy, research, membership and events staff to provide guidance and support.

Dr. Hawk has over 20 years of administrative experience in higher education, primarily at the community college level. Previously, she served as Interim Vice-President, Administrative Services for Napa Valley College and Vice-President, Administrative Services for Alliant International University where she was CFO and also held responsibility for academic support and student services for 7 California campuses. She served as the Interim Chancellor and Vice-Chancellor of Administrative Services for the San Jose Evergreen Community College District, and for 5 years as the Vice-President of Educational Resources and College Operations for De Anza College, where she also held district-wide responsibility for Professional Workforce Development. Dr. Hawk also served 7 years at Rogue Community College in Southern Oregon where she spent her last two years in a Student Services leadership role. Her experience in education was preceded by her work in the private sector.

In addition to her community college and university experience, Dr. Hawk was also adjunct faculty at Napa Valley College. She has previously served as a K-12 school board member, Puente mentor, and founding board member of the Josephine County Human Rights Alliance, which supported LGBT legislation and hate speech in Southern Oregon. Her dissertation, *Show Me The Money! Investment in Equitable Outcomes for California Community College Students*, highlights her extensive knowledge of the integration of planning and budgeting and the influences of both on equitable outcomes, especially for Latino and African-American community college students. She has considerable experience with fundraising, advocacy, enrollment management; grant writing (including HSI, TRIO and Title III), facilities planning and development (including urban campus development), and experience and commitment supporting student success within a social justice framework.

Dr. Hawk received her Bachelor’s Degree in Social Science from the University of California, Irvine, her Master’s in Business Administration from Southern Oregon University and her doctorate in Higher Educational Leadership from San Francisco State University. She is a San Francisco native and currently resides in her home town.

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.

Anupam Mishra, Chief People Officer

Anupam serves as the Chief People Officer for Aspire, responsible for ensuring Aspire is THE employer of choice for the top educators in California and Tennessee. As a member of the senior leadership team, Anupam focuses on Aspire-wide strategic issues with a particular emphasis on culture, equity, recruiting, and professional development.

Prior to joining Aspire in November of 2017, Anupam spent most of his career driving innovation and excellence in the private sector. As managing director of Hellman & Friedman, he invested in and coached organizations from good to great, developing high-performance, people-driven cultures. Under his leadership, companies like Renaissance Learning and Ellucian launched pioneering software tools to support educators and students in more than 40,000 K-12 schools and 2,400 universities, respectively. Anupam also has served various non-profits, including advising the New Schools Venture Fund and acting as a Director on the board of a secondary charter school in East Palo Alto.

Anupam holds a B.A. and M.B.A. from Harvard University, and is currently a Fellow in the Broad Academy, a national professional development program for urban school system leaders. Anupam has been married to his college sweetheart Kavita for over 16 years and has two young boys.

Jennifer Garcia, Chief Academic Officer

Jennifer is a veteran Principal at Aspire Ollin Preparatory Academy. As the Chief Academic Officer, she will lead Aspire's instructional vision and program design.

Jennifer has a deep dedication as an educator. Jennifer's 20 years as an educator include 10 as a Humanities and SPED teacher, 8 years as an Aspire principal, and 5 years as a lead principal helping drive our college partnerships and initiatives work.

She has a long-standing commitment to social justice. An Ethnic Studies major in college, Jennifer then transformed her undergraduate commitment to social justice into real-world application and impact as the architect of a deeply meaningful school culture at Ollin, and as a professor of ethics and leadership at CSU Dominguez Hills for the past 5 years.

Daniel Soleimani – Chief of Staff

Dan's most recent role was Head of the School Management Office for Success Academy Charter Schools in New York. In that role, he led efforts to scale school supports effectively and efficiently during the organization's rapid growth to 45 schools. Additionally, he supported superintendents and school

teams with data reporting and analytics, enrollment matters, policy development, special education, crisis management, and conflict resolution. Dan also brings legal expertise, having served previously as Success Academy's Assistant General Counsel. Prior to joining Success Academy, Dan worked in the Juvenile Rights Practice for the Legal Aid Society, representing youth in juvenile justice and child protection matters. Dan is a proud graduate of UCLA and Georgetown, where he earned his law degree. Dan does this work because he believes that education is the most effective lever for achieving personal and societal progress. Both of Dan's parents are Jewish-Iranian refugees, who fled to the U.S. in 1979 just prior to the Iranian revolution. He is keenly aware of the opportunities that were afforded to him and his family by accessing a high-quality public education, and is committed to ensuring access and opportunity to underserved communities.

Stefan Bean, Area Superintendent – Los Angeles

Stefan Bean is the Area Superintendent Los Angeles Region. Stefan has more than 10 years as an associate superintendent, school principal, and 20 years in education. He oversees school performance, with a specific passion for English language learners, maintaining collaborative relationships with authorizing entities and growing school leaders. He holds a Masters in education leadership and is currently pursuing his doctorate and dissertation on the topic of school leadership.

Stefan has been married for 17 years, and is a dad to 4 kids, ages 6 through 14. A USC grad, he loves rooting for Trojan football, rooting for his own kids from the sidelines and he is known to host a lively Texas hold'em tournament.

Nicole Williams Browning, Area Superintendent – Bay Area

Nicole has devoted her career to education, coming to an Associate Superintendent role at Aspire after 3 years of leading OUSD as the Executive Director. She has 8 years of Principal and Assistant Principal experience in San Lorenzo, Alameda, and Dublin and 11 years of teaching, in Fremont, Alameda, Oakland. Nicole continues to serve as an educator as an Adjunct Professor at CSU, East Bay and previously at Peralta Community Colleges in Oakland. She holds a BA in Psychology from UC Berkeley, a MA in English from Cal State Hayward, an MS in Ed Leadership from Cal State East Bay, and a Doctorate in Ed Leadership from Saint Mary's College.

Anthony Solina, Area Superintendent – Central Valley

Tony is the Area Superintendent for Aspire Central Valley. An educator at heart, Tony has taught students from preschool to college. Before earning his teaching credential he taught Montessori preschool where he learned to value constructivist learning. He has taught master's level coursework on equity, data driven culture, educational theory and site action planning for the University of the Pacific, Aspire University, and the Teachers College of San Joaquin.

Tony returned to his hometown of Stockton, CA to join Aspire Public Schools in 2002 as a first year teacher. He moved to open Aspire Langston Hughes Academy as the lead teacher in 2005 where he would return as principal in 2008 after opening Aspire Port City Academy as a new principal, in one of the first Statewide Benefit Charters. Both schools were awarded the California Distinguished Skills honor and grew in enrollment from 120 to over 1,100 students in a combined new facility in 2012. Most

recently, Tony was Associate Superintendent of Secondary and Aspire-wide projects for Aspire Central Valley before being named Area Superintendent in summer 2018.

Tony earned a Bachelor's Degree from Sacramento State and an M.Ed. and teaching credential from the University of San Diego. Additionally, Tony completed a three year Stanford principal fellowship. He is currently working on his Ed.D. in Education Administration from the University of the Pacific exploring resilience among African American Males and admission to highly selective universities (expected completion June 2017).

Appendix XX:
Aspire Public Schools' Fiscal Control Policies



ASPIRE
PUBLIC
SCHOOLS

Fiscal Control Policy and Procedures

Effective: June 20, 2019

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Introduction

Aspire Public Schools (“Aspire”), a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. Aspire has developed this Fiscal Control Policies and Procedures document to provide the organization with a summary of its fiscal control policies and procedures.

Management may amend this guide as needed. The Board of Directors will review and approve the guide at least annually.

Purpose

The policies and procedures within this guide are designed to safeguard Aspire’s assets, implement management’s internal finance and accounting policies, facilitate compliance with applicable laws and regulations, and produce timely and accurate financial information in the furtherance of its mission. Aspire’s Board and employees shall follow the policies and procedures prescribed herein.

Internal Control Policies

Internal control policies provide Aspire with the foundation to properly safeguard its assets, implement management’s internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, Aspire Public Schools has additional responsibilities to ensure the public’s confidence and the integrity of our schools’ activities.

Aspire has a centralized finance and accounting department in the Home Office to ensure the integrity of finances, to create appropriate control mechanisms, and to provide a basis for sound financial decision-making. The finance and accounting department prescribes and oversees specific school-site finance and accounting related activities. The finance and accounting functions are overseen by the Chief Financial Officer. In addition, Aspire has an internal audit function, overseen by the Director of Operations, to monitor and review school site specific finance and operating activities to ensure a feedback loop on the effectiveness of controls in addition to the annual external audit performed by Gilbert Associates, Inc.

I. Compliance with Laws

Aspire Public Schools will follow all the relevant laws and regulations that govern Charter Schools within California and Tennessee. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

The following are specific policies of Aspire:

A. POLITICAL CONTRIBUTIONS

No funds or assets of Aspire may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Aspire for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Aspire also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Political contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the Organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using Aspires' assets in political campaigns.

B. RECORD KEEPING

To provide an accurate and auditable record of all financial transactions, Aspires' books, records, and accounts are maintained in conformity with generally accepted accounting principles. Further, Aspire specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Aspire.
2. Receipts and disbursements must be fully and accurately described in the books and records.

3. No false entries may be made on the books or records nor any false or misleading reports issued.

Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

II. Conflict of Interest Policy

A. PURPOSE

The purpose of this Conflict of Interest Policy (“Policy”) is to protect Aspire Public Schools’ (“Charter School”) interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California and Tennessee public charter schools; and (ii) the Charter School’s Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*), including the appendices attached thereto. In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall govern.

1. DESIGNATED EMPLOYEES

Members of the Board of Directors (“Board”), and employees of the Charter School who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees” listed in the Charter School’s Conflict of Interest Code.

2. DISQUALIFICATION

No designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

3. MANNER OF DISCLOSURE OF DISQUALIFYING INTEREST

a) *Non-Board Member Designated Employees*

When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School General Counsel who shall record the employee's disqualification. If the Chief Executive Officer has a disqualifying interest, this determination and disclosure shall be made in writing to the Chair of the Board and the General Counsel.

b) *Board Members*

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest only is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

4. PROCEDURES FOR ADDRESSING A OF DISQUALIFYING INTEREST

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A Board member with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the Charter School is prohibited from entering into the contract altogether, unless a “remote interest” exception under Section 1091 applies or a “non-interest” exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the Charter School is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a “non-interest” exception under Section 1091.5 applies.

In addition, if a conflict of interest exists that involves a “self-dealing transaction” under California Corporations Code Section 5233, after exercising due diligence, the Board shall determine whether the Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable without producing a conflict of interest, the Board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Charter School’s best interest, is for the Charter School’s own benefit, and is fair and reasonable to the Charter School. In conformity with the above determination, the Board shall make its decision as to whether to enter into the transaction or arrangement. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in Section 5233 regarding self-dealing transactions, and compliance with the Political Reform Act and Section 1090 as applicable, shall constitute compliance with this Policy.

III. Whistleblower Protection Policy

In keeping with the policy of maintaining the highest standards of conduct and ethics, Aspire Public Schools will investigate any suspected fraudulent or dishonest use or misuse of Aspire Public Schools’ resources or property by employees, Board members, consultants, or volunteers.

Aspire is committed to promoting compliance with the laws, rules, and regulations that govern its business operations and encouraging its employees to report unlawful conduct. Below are the procedures by which employees may report complaints or concerns about any fraudulent, illegal or unethical conduct within the organization.

Employees are often the first to become aware of unethical behavior or business improprieties, but may not express their concerns for fear of retaliation. Aspire will not

tolerate harassment, retaliation or reprisals of any kind against any employee who has, in good faith, protested or raised a complaint about some policy or practice of the organization or any of its employees.

A. WE ENCOURAGE A SPEAK UP CULTURE

Choosing to speak up about workplace concerns helps build a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

Follow Aspire’s Commitment to our Code and the Law.

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with:

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

B. RAISE GOOD FAITH QUESTIONS AND CONCERNS ABOUT CONDUCT THAT MAY VIOLATE OUR CODE

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our “Code” should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire’s policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire’s contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in Aspire Public Schools’ Employee Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission (“EEOC”) or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of the Employee Handbook address the confidentiality of Aspire’s trade secrets and other proprietary information. (See Section 3.11. of the Employee Handbook) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is: (A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

C. ASPIRE DOES NOT TOLERATE RETALIATION

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee’s salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;
- Threatening an employee who has made a report;

- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire’s policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

D. HOW TO RAISE QUESTIONS AND CONCERNS

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to:

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission (“EEOC”) or any other federal, state or local agency about conduct believed to violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

E. WHAT ASPIRE WILL DO

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

F. ADHERENCE TO THIS POLICY

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

IV. Document Retention Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

A. DOCUMENT RETENTION SCHEDULE

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

When records may be classified under more than one category, the longest retention period shall apply.

Corporate Records

Articles of Incorporation	Permanent
Corporate Bylaws	Permanent
School Charters	Permanent
IRS Form 1023 to File for Tax-Exempt and/or Charitable Status	Permanent
IRS Letter of Determination Granting Tax Exempt Status	Permanent
Board Policies/Resolutions	Permanent
Board and Committee Meeting Agendas, Minutes, Packets	Permanent
Sales Tax Exemption Documents	Permanent
Tax ID Number Designations	Permanent
Annual Corporate Filings	Permanent
Form 700	7 years

Financial Records

Chart of Accounts	Permanent
Fiscal Policies & Procedures	Permanent
Audit Reports & Financial Statements	Permanent
General Ledgers	Permanent
Check Registers/Books	7 years
Business Expenses Documents	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property & Asset Inventories	7 years
Petty Cash & Credit Card Receipts /Documents	7 years
Bank Statements	7 years
Purchase Orders	7 years
Accounts Payable & Accounts Receivables Ledgers/Schedules	7 years
Debt Schedules	7 years
Annual Budgets	2 years
Interim Financial Reports	2 years

Tax Records

State Application for Tax Exempt Status (Form 3500)	Permanent
State Determination Letter Granting Tax Exempt Status	Permanent
IRS Annual Tax Filing Form 990	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
IRS Form 1099 Filings	7 years

Property Tax BOE- 268-A	7 years
Payroll Tax Returns and Withholding Returns	7 years
Earnings Records	7 years
W-2 & W-4 Statements	7 years

Personnel Records

Employee Offer Letters	Permanent
Confirmation of Employment Letters	Permanent
Benefits Descriptions Per Employee	Permanent
Pension Records	Permanent
Employment Contracts	7 years after termination
Promotions, Demotions, Letter of Reprimand, Letter of Termination, Referrals, Disciplinary Notices, Performance Evaluations	7 years after termination
Job Descriptions & Performance Goals	7 years after termination
I-9 Forms	5 years after termination
Workers' Compensation Records	5 years after date of injury and 2 years after claim has been closed
Employee Salary Information (pay rates, market factors, job classifications)	3 years
Employee Wages	3 years
Employee Handbook & Policies	Current + 3 years
Time Reports	3 years after termination
Employee Application & Resumes	3 years after termination

Insurance Records

Insurance Policies	Permanent
Certificates of Insurance	Permanent
Insurance Claims Applications & Related Correspondence	Permanent
Insurance Disbursements/ Denials	Permanent
Employee Benefit Plans	Permanent/ Until Superseded

Contracts

All Insurance Contracts	Permanent
Construction Contracts & Permits	Permanent
Loan/Mortgage & Real Estate Documents	Permanent
Leases/Deeds	Permanent
Legal Memoranda and Opinions	Permanent
Legal Correspondence	Permanent

Legal Files and Papers

Court Orders	Permanent
Any Other Contracts (including vendor contracts)	7 years
Warranties	7 years
Litigation Files	1 year after expiration of appeals or time for filing appeals

Donations / Fundraising Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management & School Site Plans and Compliance

P-1, P-2 & P-Annual State Report (Form J-18/19)	Permanent
LCAPs	Permanent
LEA Plans, ConApps, Title I Plans, Technology Plans & any other schools' funding sources	Permanent
Student and Family Handbook	Permanent
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Strategic Plan	7 years
Disaster Recovery Plan	7 years
SARCs	3 years
School Instructional Calendars & School Bell Schedules	Keep for the duration of current school Charter

Pupil Records

<p><u>Mandatory Permanent:</u> Individual Student Record (<i>original or copy</i>) which shall consist of the following:</p>	<p>Permanent*</p>
<ul style="list-style-type: none"> a) Legal name of pupil b) Date of birth c) Method of verification of birth d) Sex of pupil e) Place of birth f) Name and address of parent of minor pupil g) Address of minor pupil if different than above. h) An annual verification of the name and address of the parent and the residence of the pupil. i) Entering and leaving date of each school year and for any summer session or other extra session. j) Subjects taken during each year, half-year, summer session, or quarter. k) If grades or credit are given, the grade or number of credits toward graduation allows for work taken. l) Verification of or exemption from required immunizations. m) Date of high school graduation or equivalent. 	
<p><u>Interim Permanent:</u> (<i>original or copy</i>) which shall consist of the following:</p>	<p>3 years after student leaves the school</p>
<ul style="list-style-type: none"> a) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record; b) Health information; c) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge; d) Language training records; e) Progress slips and/or notices; f) Parental restrictions regarding access to educational records or related stipulations; g) Parent rejoinders to challenged records and to disciplinary action; h) Parental authorizations or prohibitions of pupil participation in specific programs; and i) Results of standardized tests administered within the preceding three years. j) Photo Release Forms k) Field Trip Permission Slips 	

Individual Student Injury Record for which a claim was filed.	1 year after the claim has been settled or after the statute of limitations has run.
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*Option to microfilm and destroy original.

B. EMAIL RETENTION

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail message, the message should be printed in hard copy and kept in the appropriate file or moved to an “archive” computer file folder. Backup and recovery methods will be tested on a regular basis.

C. DOCUMENT PROTECTION

To ensure that documents (hardcopy, online or other media) are available when needed, documents will be stored primarily on site but if needed, off-site storage will be used.

D. DOCUMENT DESTRUCTION

At the end of each school year, hardcopy documents that are eligible for destruction shall be removed from the current-year filing systems and boxed with their potential destruction date and type of records clearly marked on the outside of the storage box.

When the destruction date is reached, hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

E. PROVISION OF DOCUMENTATION FOR INVESTIGATIONS OR LITIGATION

Documents requested and subpoenaed by legally authorized personnel will be provided within the time period legally provided, and in accordance with any applicable Charter School policies. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

V. Authorized Approvers and Authorization Limits

A. DEFINITION OF OBLIGATIONS

Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

B. REVIEW AND DUE CARE

All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

C. AUTHORIZED APPROVERS AND APPROVAL LIMITS (SEE CHART)

The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Home Office Staff	No Approval
Managers and Directors without budget oversight	≤ \$300
Special Education Program Specialists	≤ \$1,000
Directors with budget oversight	≤ \$3,000
Vice Presidents* and Senior Directors	≤ \$10,000
Chief Officers	≤ \$50,000
CEO and CFO	≤ \$250,000

Board of Directors	> \$250,000
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* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Teachers and Other School Site Teammates who are not Supervisors	No Approval
Business Managers, Office Managers and Supervisors	≤ \$300
Principals	≤ \$3,000
Associate Area Superintendents	≤ \$10,000
Area Superintendents	≤ \$50,000
CEO and CFO	≤ \$250,000
Board of Directors	> \$250,000

Any purchase or authorization of service greater than \$250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for \$2,000,000, individual contracts above \$250,000 related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

D. APPROVAL PROCESS

Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval.

E. REVIEW OF POLICY

The Board of Directors is to review this policy and the appropriate limits at least annually.

VI. Segregation of Duties

Segregation of duties is critical because it ensures separation of different functions and defines authority and responsibility over transactions. Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions.

The fundamental premise of segregated duties is that an individual should not be in a position to initiate, approve, and review the same action. Also, the accounting/reconciling function, and the asset custody function should be separated among employees.

The Chief Financial Officer and Controller must consider the principle of segregation of duties when designing and defining job duties within the finance and accounting department and in overseeing school site specific accounting functions involving the cash receipts and payments. Processes and control procedures should be implemented, to the extent feasible, that segregate duties among employees, including the oversight of activities and transactions.

VII. Cell Phone and Mobile Device Policy

A. PURPOSE

For those employees who are required to be in close contact with the school or office at all time, Aspire Public Schools:

- Issues or pays for individual Aspire-issued cell phones in accordance the policy below; or
- Reimburses Aspire Public Schools eligible employees work-related mobile device (smart phone, tablet, hot-spot, smart watch) usage so that employees can be reimbursed for the actual cost of such usage. This only applies to those eligible employees that do not receive Aspire-issued mobile devices.

While cell phones and mobile devices are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use and for their own and others safety.

A. ASPIRE-ISSUED CELL PHONE POLICY

All employees are required to be professional and conscientious at all times when using Aspire issued or personal cell phones during work hours. Executive Team members, Principals, Senior

Directors, Directors and employees requiring a cell phone due to the nature of their role, are eligible for Aspire issued cell phones. Requests should be driven in the hiring process and approved by the employee's manager or supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org. Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones with no cost to either the organization or employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. Once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

B. USAGE

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use.

Personal cell phone use is not permitted while you are working. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working on the job.

In addition to the Aspire-issued cell phones, every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Any messages left on your voice mail box are accessible through email.

Each cell phone line issued under the Aspire Public Schools corporate account with Verizon include 400 minutes and unlimited data/texting. All cell phone minutes are pooled together and Aspire is never charged overages fees unless we reach the maximum minutes for all lines combined (i.e. If we have 200 cell lines, we have 80,000 minutes for month). If it is anticipated the employee will use over 1,000 minutes a month, we may consider putting them on a separate plan that allows for more usage. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your cell phone line.

C. LOST, DAMAGED OR STOLEN CELLULAR PHONES

Our corporate contract with Verizon does not include cell phone insurance so employees should make every effort to protect and look after their Aspire issued cell phones. In the event your phone is lost, damaged or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

D. LEAVING ASPIRE?

Phones that are issued for free by Aspire or paid by Aspire, must be returned to the Regional Technology Support Manager where they can be re-issued to another employee or e-wasted if deemed necessary. All cellular phones paid for by an employee are allowed to be kept by the employee if they are terminated. Cell phone lines related to terminated employees will be shut off immediately following the last day of employment with Aspire.

E. PERSONAL MOBILE DEVICE REIMBURSEMENT POLICY

The purpose of this policy is to reimburse Aspire Public Schools eligible employees work-related mobile device (smart phone, tablet, hot-spot, smart watch) usage so that employees can be reimbursed for the actual cost of such usage. The policy only applies to those eligible employees that do not receive Aspire-issued mobile devices.

Under California Labor Code section 2802, employers must reimburse employees for necessary expenditures incurred in performing their duties. Now, at least a portion of an employee's personal cell phone bill may constitute an expenditure covered by section 2802.

If the actual cost cannot be determined, such as if an employee has an unlimited minutes/texting personal plan, then ASP will be required to reimburse the employee for a "reasonable percentage" of the mobile device bill.

For ease of reimbursement and transparency, reimbursable values will be set based on expected percentage of use based on your eligible position. You will be required to submit your bill to begin the process and once annually to ensure that the reimbursement amount is consistent with business usage and does not exceed your monthly charge from your carrier.

1. ELIGIBILITY

Employees whose job duties include the frequent need for a mobile device may receive a monthly reimbursement to cover business-related costs. An employee is eligible for reimbursement if at least one of the following criteria is met:

- The job function of the employee requires considerable time outside of his/her assigned office or work area and it is important that s/he is accessible during those times;
- The job function of the employee requires him/her to be accessible outside of scheduled or normal working hours;
- The job function of the employee requires him/her to have wireless data and internet access; and/or
- The employee is designated as a "first responder" to emergencies on a school campus.

For tablets and/or mobile hot-spots, there is the additional requirement that:

The following administrative positions are eligible for reimbursement:

Position	Allowable Percent	Maximum Monthly Reimbursement Amount
C-level	80%	\$120
Vice-President	80%	\$120
Senior Director/Director	80%	\$120
Superintendent	80%	\$120
Associate Superintendent	80%	\$120

2. PAYMENT

If an employee meets the eligibility requirements for a mobile device, as outlined above, a reimbursement may be requested using the Mobile Device Reimbursement Agreement form along with a copy of your latest bill. The request may be made any time during the fiscal year to the Accounting Department.

Once approved, the reimbursement amount will be paid through payroll. As per IRS guidelines, any amount paid will not be taxable. This reimbursement does not constitute an increase to base pay, and will not be included in the calculation of percentage increases to base pay due to annual raises, job upgrades, bonuses, benefits based on a percentage of salary, etc. The reimbursement will be paid as a flat rate per month, based on the eligibility outlined above.

Reimbursements are funded by the department submitting the request and subject to final approval of the Chief Financial Officer.

D. DRIVING

Aspire Public Schools has a zero tolerance policy regarding using a cell phone or mobile device while driving with the following exceptions: For the safety of our employees and others it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone or you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a vehicle to conduct work related business is prohibited. Absolutely no texting while driving is allowed. Violation of this policy will result in disciplinary action up to and including termination.

E. PERSONAL TELEPHONE CALLS AND TEXTING

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

F. PERSONAL SMARTPHONE USE FOR BUSINESS PURPOSES

Some of Aspire Public School’s software vendors provide mobile-compatible versions of their tool for employees to download and use on smart devices or smartphones (Coupa, Ultimate, other examples). Our vendors offer these versions for easy and convenient optional access while away from a computer or work site.

Downloading and using these software applications on personal smartphones is entirely at the employee’s discretion, and is not required nor promoted by Aspire. If an employee decides to download and use business-related software applications on their personal smart device (iPad, phone, etc.) it is at their own choice and risk. Aspire is not responsible for how data may be tracked or used related by these applications, vendor providers, or their affiliates (as per vendor license agreement).

Non-exempt (hourly) employees who opt to download applications on their smart devices should do so during work time at their school site or office location.

Aspire employees who have Aspire-issued smart devices are invited, but not required to download and use software applications that support productivity, access and convenience.

VIII. Donation & Gifts Policy

A. PURPOSE

The purpose of the Donation & Gift Policy is to delineate policies and guidelines governing the acceptance of gifts by Aspire Public Schools and to provide guidance to prospective donors if making gifts to the organization.

B. PROHIBITED PRACTICES

Aspire Public Schools solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Aspire Public Schools will not engage in any of the following gift receiving practices:

1. Accepting gifts that violate federal or municipal laws
2. Accepting gifts that would result in Aspire Public Schools losing its status as an IRS 501(c)(3) not-for-profit organization
3. Accepting gifts that require Aspire Public Schools to provide special consideration or treatment to any client, donor, entity, etc.
4. Accepting gifts that require Aspire Public Schools to deviate from its normal hiring, promotion or contracting procedures
5. Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like
6. Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Aspire Public Schools or which may limit our ability to provide our services.

IX. Fundraising

A. PURPOSE

The purpose of this document is to establish standard guidelines and procedures governing the initiation, authorization, and review of fundraising activities at Aspire Public Schools. These guidelines are intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws. Aspire Public Schools encourages community and business partnerships that enhance and supplement the public education system. Fundraising provides a means of obtaining valued resources or services for the benefit of the school communities, particularly the students.

(* For guidelines and procedures related to seeking funding through grants, community or regional foundations, or corporate foundations, please contact Bess Kennedy, VP of Advancement)

B. SCOPE

These guidelines apply to all Aspire Public Schools administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events.

C. GENERAL STATEMENTS

1. Aspire recognizes a desire and a need for fundraising.
2. Aspire recognizes a need to limit the number of fundraising activities (when applicable) so that the activities do not become too demanding on employees, students and the general public.
3. Aspire has the responsibility to monitor, supervise and control all fundraising activities associated with official school programs and activities.
4. All fundraising activities must have prior approval by either the Superintendent, Associate Superintendents or Principal (depending on the size and scope of the event).
5. Fundraising activity anticipated to raise over \$25,000 must have prior approval by the VP of Advancement.
6. Fundraising is permitted within Aspire schools to raise additional funds to supplement school-sponsored academic and co-curricular programs.
7. School Sponsored Activity: An event that is sponsored by the schools (e.g. Spring picnic, fair, sporting event, etc.). School sponsored clubs and activities meet the following criteria:
 - o Activities are conducted on school premises under the supervision and guidance of an Aspire staff member
 - o Activities adhere to school/student conduct rules and applicable State/Federal laws
 - o Participants are limited to enrolled students, approved parent volunteers, and Aspire staff only
 - o All Participants must have signed “adult voluntary waiver” form on file.
8. Non-School Sponsored activity: An event that is not sponsored by the school are those that don’t meet the criteria above. Those activities may include the following: private paid tutoring on school premises between Aspire teacher and Aspire student, Aspire staff personal gym use, etc.

D. TYPE OF FUNDRAISING

1. Student Organization Solicitations
 - a. Student Organizations include:
 - i. Student activities under the direction and regulation of the individual Aspire schools, including athletics, speech, drama

- and music contests student council and yearbook.
- ii. Student activities which include the sale of admission tickets to the general public and/or which are integrated into the curriculum (e.g., performances, theater productions).
- 2. All School Fundraisers – These are activities where all students, families and staff have the opportunity to participate and contribute to the activity. These are typically done for very specific school related items such as grade level fundraisers. They may also be an ongoing and rotating fundraiser for the whole school.
- 3. Charitable Giving Campaigns
 - a. Campaign is being conducted for the purpose of providing money for a charitable cause not necessarily directly related to any charter goal. Students sell a product, their own effort (e.g. walk-a-thon), a service (e.g. car wash), or contribute money.
 - b. Outside Organization Fundraisers
 - i. Outside organizations are non-school-funded groups such as sports’ booster groups and commercial enterprises that provide supplementary services to existing school entities

E. GENERAL FUNDRAISING STANDARDS

1. Aspire Public Schools reserves the right to prohibit, restrict or limit any fundraising activities associated with Aspire Public Schools.
2. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.
3. Participation in fundraising shall not affect a student’s grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student’s fundraising effort affect his/her participation time or standing on any team, club or group.
4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved by the principal prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other Aspire employee or volunteer.
5. Schools may not impose a sales quota (or the like) as part of fundraising

efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.

6. Approval may be denied for fundraising activities that would expose Aspire Public Schools to risk of financial loss or liability if the activity is not successful.
7. Fundraising activities shall be age appropriate.
8. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the office to be included with the deposit detail.
9. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
10. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. These guidelines do not require the release of students' personally identifiable information protected by FERPA.

F. BEST PRACTICES

- Use numbered tickets or receipts to track all sales
- Document any differences between numbers of tickets sold and ticket beginning and ending numbers (i.e. damaged, lost...etc.)
- At least one signee should be the Office Manager, After School Director or another lead administrator participating in the sale
- Inventory count should take place at least quarterly (monthly is recommended); always perform a beginning and end of year count
- For classroom fundraisers, teachers shall give office managers cash collected for fundraisers the same day of collection (no cash from fundraisers should be left on hand and/or unlocked)
- It is suggested that for documentation purposes teachers document cash/checks collected from students (a classroom fundraiser log has been created; please ask home office accounting for tracking sheet)

G. CASH/ FUNDS COLLECTION AND MANAGEMENT

When handling money, a group undertaking fundraising must ensure that:

- All Aspire Fiscal Control Policies are followed, especially those related

specifically to the Site Checking accounts.

- The Office Manager is aware of any proposed Fundraising Activity and arrangements made regarding the secure storage of money well in advance of the activity/event.
- During a fundraiser, cash and checks must be counted on a daily basis.
- Bag fundraiser money in a secure, locked location each day after any sale.
- At least two adults (one of whom is a school official) are present at all times in a secure environment when cash and checks are tallied at the conclusion of the School Fundraising Activity.
- There is appropriate record keeping of revenue and expenditures, including all proof of expense incurred with the Fundraising Activity, e.g. a spread sheet.
 - The Office Manager shall keep an ongoing fundraiser log, to be reviewed monthly by the principal.
- Payments for goods and services related to an event should only be made from the School's checking account or a check request via Coupa, not directly from the event's cash receipts.

H. DEPOSITS

- All cash and checks received should be deposited at the site's local Wells Fargo branch on a weekly basis. For each deposit, the Office Manager (or representative) must submit the following:
 - Deposit Summary – summary of checks and cash and the reason for the deposit (e.g. fundraising)
 - Copy of deposit receipt from bank
- All deposit documentation must be scanned and uploaded to the school site ledger site with the entry and then stored away in filing cabinets in an orderly manner.

X. Boosters & Parent Organizations

A. DEFINITIONS

1. **Parent Teacher Association (PTA):** A formal membership of parents, teachers, and staff devoted to furthering the interests and education of students. PTA's are a part of a National membership where school based groups that choose to belong to the PTA must pay dues to the state and national organizations and abide by state and national group rules. In return, they get member benefits, and they get a voice in the operations of the larger organization. The California State PTA publishes governance, fundraising, and financial guidance for members on its website: www.capta.org
2. **Parent Teacher Organization (PTO):** Like a PTA, a PTO is a formal organization of parents, teachers, and staff devoted to the interests of students but a PTO is formed independently and typically is based out of a single-school or district-level group. It will operate under its own bylaws and generally is concerned with the interests of a single school or district.
3. **Booster Club (Booster):** A Booster Club is a formal organization that supports a sports team, club, or association at a school. They are typically formed at a single-school and most commonly at high schools or secondary schools.

B. SCOPE

These guidelines exist and apply to all Aspire Public Schools administrators, licensed educators, staff members, students, affiliated organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for Aspire Public Schools and school-sponsored events.

C. GENERAL STATEMENTS

Boosters and parent organizations (PTA's and PTO's) support Aspire schools and could be an important means of connecting parents and other community members with the curricular and co-curricular activities of students. However, these organizations can also be a liability to Aspire if they do not have the right policies and systems in place to govern the stand-alone organization.

Booster and parent organizations are separate from Aspire and are not governed by the Education Code. However, booster and parent organizations do not have free access to schools and their students. Aspire has, and must maintain, exclusive control and management of its public school system. [Education Code Section 51520 and 51521](#) require that any solicitation by a school-connected organization and/or activity be one that is authorized by law and permitted by Board policy.

In addition, Education Code Section 51520 prohibits the solicitation of pupils by outside organizations on school property during school hours. Solicitation is defined as “to subscribe or contribute to the funds of, to become members of, or to work for any organization not directly under the control of the school Authorities.” A clear separation of responsibilities between the ASB and the various booster and parent organizations should be maintained.

Booster and parent organizations should serve as auxiliaries to Aspire school programs and should conduct activities and fundraising events that primarily involve participation of parents and other adult community members.

Funds raised by booster/parent organizations of Aspire should be used to support school specific programs, however, **no student** will be required to raise funds in order to participate in a program or event. Funds raised should be donated to Aspire schools for specific purposes, like to purchase equipment or materials or send students on a field trip.

Booster/parent funds will not be co-mingled with the student body funds. Aspire’s tax exempt status and identification numbers **are not** for booster/parent organization use. Booster/parent organizations are responsible for their own tax status and accounting. All booster/parent organization tax I.D. numbers must be on file with Aspire Public Schools National Office.

D. TAX EXEMPT STATUS

Booster and parent organizations **are not** legal components of Aspire Public Schools. Each organization must have its own:

1. Tax identification number (IRS)
2. Bank account
3. Compliance process for IRS and State reporting and disclosure requirements

Organizations who provide receipts to donors as a “charitable tax deductible donation” **must** be officially approved by the IRS as a 501(c)(3) tax-exempt organization. It is important for the organization to be both knowledgeable and compliant with all state and federal laws

E. RETENTION OF RECORDS BY BOOSTER/PARENT ORGANIZATION

Since these voluntary organizations often suffer from constant turnover of officers and members, it is important the activities of the organization be clearly documented and a procedure for training documents be established. Among the documents that should be retained by the organizations are:

1. Cash Receipts
2. Cash Disbursements and general ledger
3. Bank records
4. Income tax returns
5. Minutes of meetings as defined by organization by-laws

F. GENERAL DO'S AND DON'TS OF BOOSTER/PARENT ORGANIZATIONS

1. What to do:
 - Obtain IRS tax ID and tax-exempt Status
 - Open bank account separate from Aspire and maintain records as requested
 - Create logo and name separate from Aspire schools to maintain unique identity
 - Raise funds through parent membership and special projects which may include student participation
 - Maintain relationship with specific Aspire school leadership for input of needs
 - Donate purchases to Aspire schools within guidelines
 - Donate funds to Aspire student body accounts for specific student teams/groups
 - All capital expenditures over \$5,000 must be reported to Aspire's Accounting team
2. What not to do:
 - Conduct fundraising activity requiring students to participate
 - Co-mingle booster and parent organization funds with ASB funds or Aspire school funds
 - Represent booster or parent organization activities as those of any specific Aspire Public School

G. ALTERNATIVES FOR PARENT PARTICIPATION (IN LIEU OF BOOSTER/PTO)

The process of creating an IRS tax ID and maintaining tax-exempt status can be a burdensome and time-consuming process. Aspire highly encourages and recommends parent participation to support growth of schools and student outcomes.

In lieu of the onerous process of creating an official Booster or Parent Organization legally separated from the school, Aspire allows for parent participation through close involvement with the school program.

1. Participation may consist of (but is not limited to):
 - Weekly/monthly meetings with school staff
 - Organizing and planning fundraising events to support school programs/field trips
 - Involvement and planning for how fundraising proceeds are utilized at school

2. In creating an establishing parent group within the school, parents will avoid:
 - Process for creating IRS Tax ID
 - Annual tax filings for the Booster or Parent Organization
 - Establishing a separate bank account and managing the funds for this account
 - Creating organization by-laws and Board of Directors

XI. Security of Financial Data

Financial Data includes all information stored within Aspire’s MIP system, payroll information in Ultimate Software, and Invoice and Expense information in Coupa. Aspire Public Schools manages access to data based on an individual’s role and job function.

- Users are granted access to only the systems that they need to use for their work.
- Within each system, role-based access is implemented using a combination of security groups and direct system administrator oversight.
- Aspire Public Schools has deployed email encryption functionality, and trains employees to use email encryption whenever sensitive data is transmitted.
- Multi-factor authentication is standard for all users attempting to access data from outside Aspire’s network.
- Aspire Public Schools hosts the MIP system on-premise, behind our firewall. Access is limited to only the relevant users on our Finance team, and technical administrators. A locally installed application is required for users to access the system.

XII. Password Policy

A. OVERVIEW

Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in a compromise of Aspire Public School's entire network. As such, all Aspire Public School's employees (including contractors and vendors) with access to Aspire's systems are responsible for taking the appropriate steps, as outlined below, to select and secure their password.

B. PURPOSE

The purpose of this policy is to establish a standard for the creation of strong passwords, the protection of those passwords, and the frequency of change.

C. SCOPE

The scope of this policy includes all Aspire Public School's personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Aspire Public School's facility, or has access to the Aspire network.

D. POLICY

1. General

- All systems-level passwords (e.g., root, network administrator, application administration accounts, etc.) must be changed at least every 6 months.
- All user-level passwords (e.g., email, web, desktop computer, etc.) must be changed at least every 12 months and cannot be reused from the past 10 passwords.
- All User accounts with access to Aspire's single sign-on portal **must** have two-factor authentication set up. Without ("2FA"), users trying to access Aspire applications outside the Aspire network will be inaccessible.
- Passwords must not be inserted into email messages or other forms of electronic communication unless it is sent in encrypted format.
- All user-level and system-level passwords must conform to the guidelines described below.

2. Password Guidelines / Requirements

- Must be a minimum length of fourteen (**14**) characters on all systems.
- Must contain the following conditions: Special Character (#@\$!^&*)
- Must not be older than 12 months and cannot have any part of name or

username

- Cannot be the same as the User ID.
- Cannot be identical to the previous ten (10) passwords.
- Shall expire within a maximum of 12 months.

3. Password Protection Standards

- Passwords must not be shared with anyone (including coworkers and supervisors), and must not be revealed or sent electronically in unencrypted format.
- Passwords shall not be written down or physically stored anywhere in the office.
- Passwords shall not be stored in a file on ANY computer system in unencrypted format.
- Should not be a dictionary word or proper name.
- When configuring password “hints,” do not hint at the format of your password (e.g., “zip + middle name”)
- User IDs and passwords must not be scripted to enable automatic login.
- “Remember Password” feature on websites and applications should not be used.
- All managed mobile devices that connect to Aspire’s network must be secured with a password and/or biometric authentication and must be configured to lock after 3 minutes of inactivity.
- If an account or password is suspected to have been compromised, report the incident Aspire’s IT Team and change all passwords **immediately**.

4. Account Lockout thresholds

To prevent users from guessing your password, we will implement account lockout thresholds. Your account will get locked out if there are 5 failed login attempts within a 5 minute window using an incorrect password. Your account will be locked for 5 minutes before you can attempt again.

5. Expired Passwords

Failing to reset your password before the deadline will cause your password to expire. This will prevent you from accessing Aspire resources until you have setup a new password that meets the password complexity requirements.

If this occurs, when logging into your computer, you will receive a message at your next logon that your password has expired.

6. Remote Access Users

Access to Aspire Public School’s networks via remote access is to be

controlled by using a secure Virtual Private Network (VPN) configured with specific security groups. Respective department managers govern approval.

E. ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

Financial Management Policies

I. Basis of Accounting

Aspire Public Schools maintains their accounting records and related financial reports on the accrual basis of accounting. The accounts will be maintained in accordance with accounting principles relevant to not-for-profit entities.

Aspire's chart of accounts is structured so that each transaction is recorded within the general ledger to a site code, resource code, fiscal year, object, fund, goal and function. This enables Aspire to accurately track and record transactions to the level of detail needed to segregate specific school site data and to separate and effectively monitor restricted funds.

II. Accounting Policies & Methods

Aspire Public Schools has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

Aspire's audited consolidated financial statements must be provided to each chartering entity, California Controller, county superintendent of schools of the counties in which each Charter School is located and the California Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). The financial statements for Aspire Tennessee entity must be provided to the Tennessee Comptroller of the Treasury no later than December 31st of each year. The Board of Directors must approve Aspire's budget prior to the beginning of each fiscal year. The budget is drafted for Board review and approval prior to the start of each fiscal year.

Aspire Public Schools will prepare financial reports for the Executive Committee of the Board quarterly, with interim updates as circumstances dictate.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to Aspire or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as “Net Assets Released from Restrictions.” Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

Cash and cash equivalents – For financial statement purposes, Aspire considers investments with maturity at purchase of three months or less to be cash equivalents.

Investments – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market and evaluated periodically for impairment.

Intangible assets – Aspire has intangible assets for product and service discounts to be used in future periods. Aspire amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

Property and equipment with a value greater than \$5,000 are capitalized at cost or fair market value on the date of receipt, in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

Donated equipment, materials, services, and facilities – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-

financial assets or require a specialized skill that Aspire would otherwise need to purchase.

Income taxes – Aspire Public Schools has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined that Aspire is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code.

Functional allocation of expenses – The cost of providing educational programs and other activities is summarized on a functional basis in the Statement of Activities within the audited financial statements.

Program development and expansion – Aspire continually explores potential opportunities for expansion and growth; thus, costs are incurred to research the possibility of establishing new sites. Aspire capitalizes these preacquisition costs into ‘Construction in progress’ at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made

Fair value measurements – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

Level 1 Inputs Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities.

Level 2 Inputs Inputs other than quoted prices in active markets that are observable either directly or indirectly.

Level 3 Inputs Unobservable inputs for the asset or liability.

When a price for an identical asset or liability is not observable, Aspire will measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk.

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

III. Basis of Presentation

Financial statements will be presented in conformity with professional standards applicable to not-for-profit entities. On an annual basis Aspire will report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

IV. Intercompany

Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

The CFC LLC owns the fixed assets of ten schools associated with the College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds). CFC II LLC owns the fixed assets of three schools associated with the College for Certain Series

2015 School Facility Revenue Refunding Bonds (2015 Bonds). CFC LLC and CFC II LLC receive rental income from the 13 schools of Aspire Public Schools. The rental income represents the debt service payments plus an incremental amount to contribute towards a capital, maintenance and operations fund. CFC LLC and CFC II LLC pass the rental income onto CFC INC. CFC INC makes the payments of principal and interest owed on the 2015 and 2016 bonds.

CFC INC has a Board distinct from Aspire's Board of Directors. Aspire's accounting staff record the accounting transactions associated with the CFC entities. Transactions outside of routine transactions to record rental income and service debt payments must be Board approved.

Aspire Public Schools TN, LLC (TN LLC) is a Tennessee non-profit limited liability company created in July 2013, whose sole member is Aspire Public Schools. TN LLC incorporated pursuant to the Tennessee Nonprofit Corporation Act and is a disregarded entity for federal income tax purposes. TN LLC was formed to manage, guide, direct, and promote charter schools that provide quality education to Tennessee youth in primary and secondary grades. TN LLC's support is derived primarily from State of Tennessee public education monies, foundation contributions, and various government agency grants.

Intercompany transactions are created between Aspire Public Schools and Aspire Public Schools TN, LLC during the normal course of business for transactions including the reimbursement of federal taxes, reimbursement of federal grants received by Aspire but designated for TN and the payment of national office fees. At least every quarter the staff accountant or Assistant Controller will review the intercompany transactions generated for accuracy, create a summary and settle the intercompany receivable and payable between the two entities. The Controller reviews the entry and settlement.

V. Indirect Cost Allocation Policy

The purpose of this procedure is to document an Aspire Public Schools (APS) indirect cost allocation methodology so that the Aspire Home Office (AHO) can periodically review existing practices and cost allocations, and determine if significant changes need to be administered, and the scale of those changes.

A cost allocation plan is a method by which expenses are allocated that are not directly identifiable to a particular activity, or to allocate expenses that benefit more than one school on a consistent, fair, and equitable basis. Based on this definition, the cost allocation is focusing on shared administrative expenses. While the AHO could begin tracking 100% of administrative hours for future changes to the methodology,

time surveys often demonstrate high variability (significant annual changes that may have major budgeting and rate impacts) and challenges in consistent application of allocations. APS elects to use a Cost Allocation Plan (CAP) for determining how these indirect or general benefit costs are allocated to the appropriate cost pool, whether region or school.

The goal of this CAP is to achieve equity for schools support of the AHO and to thoroughly document the process for future efforts. The CAP is achieved through the following steps:

- Determine the most relevant level of functional detail with which to allocate Home Office costs.
- Identify the appropriate indirect costs to include in the cost pools.

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one school and cannot be readily associated with a single school. Furthermore, a full investigation of the allocation of those costs would require a level of effort disproportionate with the benefit gained. For that reason, it is appropriate to develop a single allocation measure for these indirect costs that represents a typical allocation of benefits. AHO indirect costs includes administrative operations, which provide an indication of the variety of activities needed to operate a large charter school organization. Recouping these costs is essential to funding all aspects of administrative services that support the schools.

Allowable general and administrative costs (costs that benefit all schools and are not identified to a specific school) are allocated using a board approved rate that results in an equitable and predictable distribution to all schools. The rate is divided between Home Office and Regional Office based on the type of service that is provided. The following services/costs are included in Home Office: Executive Leadership, Advancement, Post-Secondary Success, Finance and Accounting, Information Technology, Data and Systems, Operations (charter renewals, compliance, etc.), Human Resources including Talent, Teammate Effectiveness and Employee Services, and Home Office Facilities and Depreciation.

Administrative costs that benefit all schools are allocated based on a % of each school’s revenue for the following accounts:

8011	0000	Unrestricted Resources, Net State Aid
8012	1400	Unrestricted Resources, Education Protection Account
	0000	Unrestricted Resources, In-Lieu of Property Taxes
8560	0000	Unrestricted Resources, Lottery

8560	6300	Lottery: Instructional Materials (Restricted), Lottery
8590	6010	Prop 49/ASES, All Other State Revenues
8550	0000	Unrestricted Resources, Mandated Cost Reimbursement - Mandate Block Grant

8100	3010	IASA: Title I Basic Grants Low-Income and Neglected, Part A, Federal Income
8100	4035	IASA: Title II Part A, Teacher Quality, Federal Income
8100	4203	IASA: Title III-Limited English Proficiency, Federal Income
8100	4127	Title IV, Part A, Subpart 1—Student Support and Academic Enrichment

Currently the methodology is the same as the normal CAP for Federal awards. AHO allocations are not charged to individual grants as the revenue only serves in determining an overall percentage to allocating out AHO expenses to the schools (see formula below).

The AHO CAP formula is determined by the following method:

$$\begin{aligned}
 & \text{Total PY Home Office Revenue (excluding PY one-time revenue sources)} \\
 \text{Less} & \quad \text{Total PY HO expenses (excluding PY one-time expenditures)} \\
 \text{Less} & \quad \text{Home PY Office Reserve} \\
 \text{Equals} & \quad \text{Total CY Allocated to Schools} \\
 & \frac{\text{Total CY Allocated to Schools}}{\text{Total School Revenue}} = \text{Percent to Allocate per School*}
 \end{aligned}$$

*Board policy currently caps AHO allocation to the schools at 8.25% with a proposed increase for 2019-2020 to 8.75%

Financial Planning & Reporting

I. Budgeting Process

Aspire Public Schools prepares an annual operating budget of revenues and expenses, and a cash flow projection. The budget is reviewed and approved by the Board of Directors annually before the new school year starts.

A. POLICY

Budgets are created for each school site, regional office and home office department annually. The budgeting process involves key stakeholders including the Aspire Executive Team, Area Superintendents, Principals, and Aspire employees. Once budgets are approved by the Board of Directors, they are used to run quarterly Budget-to-Actual Reports that are shared with School Leaders.

At the end of the fiscal year, the following key financial statements are produced: Balance Sheet, Income Statement, and Statement of Cash Flows, and Statement of Functional Expenses.

The budget should be prepared by the appropriate levels of management on an accrual basis for final approval by the Board of Directors.

B. PROCEDURES

Budget Planning

The Director of Finance will establish guidelines, priorities and assumptions for preparation of the budget and send them to the School Leaders. The Director of Finance will also establish procedures, budgeting formats and a timetable for budget preparation. The timetable, which will begin no later than February of each year, will result in the Board of Directors receiving the proposed budget in time to review it before presentation at the meeting in June.

Preparation of the Budget

The School Leaders and all appropriate levels of Aspire management will prepare their projections of revenues and expenditures for planned services, projects and programs. They will consider historical data along with future growth plans, and factor in any shifts or adjustments to staffing levels.

Once the budgets are complete, they will be submitted to the Director of Finance, along with justifications, for review and approval. After reviewing the budgets with

School Leaders throughout May, the Director of Finance will consolidate the budgets into a total organizational budget and review with the Chief Financial Officer.

After any adjustments or changes, the budget will be ready for submission to the Board of Directors for review.

Budget Approval

Prior to the end of the fiscal year, the Director of Finance and the Chief Finance Officer will present the proposed budget to the Board of Directors for final approval in June.

Forecasts

Based on monitoring events that occur during the year, if it is determined that a significant revision to the budget numbers is required and appropriate, forecasts may be developed and approved by the Chief Financial Officer.

C. INTERNAL CONTROL

Once the budget is approved, the School Leaders and Director of Finance will implement the budget plan. Quarterly variance reports will be prepared and submitted to the Board of Directors.

II. Accounting Cycle

A. PURPOSE

This section gives a brief overview of the steps in the bookkeeping cycle.

Aspire Public Schools' accounting system is designed to accurately process, record, summarize, and report transactions of the organizations.

B. COMPONENTS

The component bookkeeping cycles fall into one of four primary functions:

1. **Cash Receipts** – Revenue and Accounts Receivable: This cycle consists of generating revenue from contributions and from services provided, and receiving payment from governmental sources.

- Processing cash receipts
- Making deposits

- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue

2. **Procurement to Pay Cycle** – Purchases, Accounts Payable, and Cash Disbursements: This cycle represents the purchase of goods and services and the subsequent payment for those goods and services.

- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks and/or wire transfers
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures

3. **Payroll**: This cycle consists of processing payroll and remitting amounts due to employees, the government, and others (health insurers, retirement plan trustees, etc.).

- Obtaining and gathering payroll information
- Computing wages and withholdings
- Preparing payroll checks and ACHs
- Depositing payroll taxes
- Remitting monthly retirement contributions to CalPERS, CalSTRS, TCRS, etc...
- Performing month-end reconciliation procedures if necessary
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, 940s, and other annual payroll tax returns

4. **Financial Accounting, Reporting, & Analysis**: This process consists of posting the period's transactions to the general ledger and preparing financial statements.

- Preparing and posting monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing the financial statements

C. PROCEDURES

1. **General Ledger**: The general ledger process consists of posting the period's transactions to the accounting software, MIP. The Assistant Controller, Controller, and staff work to reconcile bank and credit card accounts, review the general ledger, and prepare for the annual audit.

2. **Financial Statements:** The Assistant Controller, Director of Finance, and Controller prepare financial statements quarterly basis, which are reviewed by the CFO. These financial statements are provided to the Executive Committee and Board on a quarterly basis.

3. **Year-End Close:** In addition to the normal month-end closing procedures, the Finance & Accounting Team will perform additional procedures to close the year as follows:

- **Revenue Accruals** - Known material revenue sources will be accrued based on published CDE information and information obtained from chartering authorizers.
- **Accounts Payable Accruals** – Invoices greater than \$1,000 for goods received or services rendered by June 30th will be accrued in the corresponding fiscal year end. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Vacation Liability Accrual** – Unused vacation earned as of June 30th will be accrued.
- **Payroll Liability Accrual** – Any amounts owed to teachers or staff earned as of June 30th will be accrued.
- **Prepaid Expenses** – Expenses incurred for the following fiscal year that are paid in the current fiscal year whose amount is over \$1,000 will be recorded as prepaid expense, and the expense will be recognized in the following fiscal year. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Audit Schedules** – Aspire Public Schools will prepare audit schedules as requested by the audit team for such accounts as prepaid expense, accounts receivable, accounts payable, loans, advances, deposits, etc.

III. Financial Reporting & Tax Compliance

The Assistant Controller and Controller maintain supporting records in sufficient detail to prepare Aspire Public Schools’ financial reports, including the items below. The CFO, Controller, Assistant Controller, and Director of Finance are also responsible for ensuring all applicable federal, state, and local tax laws are complied with in regards to these items.

Annually:

- Financial statements for audit

- Annual budget
- IRS Form 990
- 403b audits
- California State Sales and Use Tax filings
- 1099 Filings
- Insurance Renewal

Monthly:

- Trial balance
- Bank and payroll reconciliations
- Internally generated budget vs. actual financial statements
- Billing invoices to funding sources
- Updating the cash flow projection

Periodically:

- IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
- Property Tax Exemptions and Payments (see Property Tax Exemption Process)
- Other reports upon request

In order to ensure that all documents are captured by the accounting system, reconciliations are performed on a monthly basis. All documents are appropriately filed with most being scanned electronically and saved on the internal servers.

XIII. Annual Form 990 & CA Form 199 Process

The annual IRS form 990 and CA form 199 have an initial due date of November 15th and an extended due date of May 15th, following our June 30 fiscal year end. The completion of both forms is based upon Aspire Public Schools' audited financial statements. The forms are prepared by Aspire's tax partner before being reviewed and approved by key employees and transmitted to the respective tax authorities.

The Assistant Controller is responsible for providing supporting documentation to the tax partner. This includes the trial balance from the audited financial statements, together with other key information including details of donations. Once the draft forms are prepared the Assistant Controller and Controller are responsible for each reviewing the documents for accuracy and completeness. Following their review and any adjustments with the tax partner, the CFO will review prior to finalization.

The Audit Committee of the Board is responsible for reviewing and approving the IRS Form 990 and CA form 199 prior to submitting to the tax authorities.

IV. Property Tax Exemption Process

A. PURPOSE

The purpose of this document is to act as a guide for filing annual property tax exemptions for Aspire Public Schools owned and leased properties. Property tax exemption filings are a critical process to ensure Aspire Public Schools does not pay more taxes than required given it operates as an IRS 501(c)(3) organization.

B. GENERAL INFORMATION ON PROCESS

Each year between Mid-December and January, county assessors will send out property tax exemption filing forms to as a reminder to file for the following fiscal year. The forms are to be filled out and returned by February 15th of the year. Aspire Public Schools will file either a BOE-263 (Qualified Lessor's Exemption) or BOE-268 (Public School Exemption) form depending on which form the county requires to be submitted.

C. ASPIRE PUBLIC SCHOOL'S PROPERTY TAX EXEMPTION FILING

Each county Aspire Public Schools operates in has different requirements for which form is required. The property owner or lessor is required to send in either form depending on what county it is. Some counties require both the lessor and lessee send in an exemption form while others will require just the lessor to complete it. The forms Aspire Public Schools receives in Mid-December from each county must be completed and returned by the February 15th deadline. These forms are received by the Finance and Accounting team.

- Church organizations Aspire Public Schools leases buildings from require a completed BOE-263 Affidavit form sent directly to them. These churches are Trinity Lutheran (APEX Academy), Roman Catholic Welfare Corporation of Oakland (Aspire College Academy, Monarch Academy, and Triumph Technology Academy), and Central California Conference of Seventh-Day Adventists (Summit Academy).

- Raymond Investment Corporation (property owner of Vincent Shalvey Academy) is another organization we send a completed BOE-263 Affidavit form directly to.

The Finance and Accounting team is responsible for completing all forms to be sent either directly to the county assessor or to the landlord. Forms completed are to be scanned and saved on the internally.

D. ASPIRE PUBLIC SCHOOLS TN LLC'S PROPERTY TAX EXEMPTION FILING

Aspire Public Schools TN LLC operates in two leased facilities "rent-free" and owns one facility. Exemption filings are not required for our "rent-free" facilities and Aspire Public Schools TN LLC applied for and received a full exemption for its facility owned. The application was filed through the TN State Board of Equalization in the year the property was purchased (2017) and as long as it operates as a school an annual exemption filing is not required.

E. DEADLINES AND OTHER INFORMATION

The deadline for submitting exemption forms is February 15th. If forms are going to be submitted late, it is necessary to call the county offices and let them know they are going to be submitted late.

For new schools under construction, it is important to have a close contact at the assessor's office in order to obtain exemption. Parcel numbers will change frequently with new buildings and they must have a submitted form for each parcel in order for exemptions to be applied. Sometimes an assessment without exemption will be billed and a payment is needed to avoid late penalties but the county will issue a refund when the exemption is properly executed in their system.

F. PAYMENTS FOR PROPERTY TAX ASSESSMENTS

Property tax bills from the county tax collectors for a given fiscal year come in around October and are received by the Finance and Accounting Team. The first installment is due by December 10th and if paid late, a 10% penalty will be assessed. It is extremely important to make the payment in a timely manner. If a bill expected to be received is not, the appropriate tax collector will be contacted by the Finance and Accounting

team to obtain a copy. It is also possible to view property tax assessments directly on the county tax collectors website. Copies of all tax bills are made and then submitted with instructions to the Accounts Payable team. The Accounts Payable team is responsible for sending checks for each property tax bill along with the payment stub.

V. Audit

Independent audits of the financial statements shall be conducted annually by a certified public accountant selected by the Audit Committee from a list of auditors approved by the state of California. Annual financial audits will be conducted in accordance with Generally Accepted Audit Standards, and the Governmental Auditing Standards Board.

Financial regulatory forms shall be completed as necessary by Aspire Public Schools or by the auditing firm. Appropriate financial forms and reports shall be filed with the charter entity, federal government, and appropriate state agencies. Annual financial reports required by Education Code Section 47604.33 shall be filed with the chartering agency and county superintendent of schools.

Upon completion, audits shall be reviewed by the CFO, Controller, Assistant Controller, and Director of Finance and submitted to the Audit Committee for review and approval. All financial audits shall include a management letter. Annual audited financial statements which include the corresponding Management Letter in the audit report shall be forwarded to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year. In Tennessee, the audited financial statements shall be submitted to the Tennessee Comptroller of the Treasury by December 31st of each year.

Audit Committee: The Board of Directors appoints separate Audit and Executive Committees. The Audit Committee nominates the independent auditor, reviews the scope and results of the audit, and approves the audit. The Audit Committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Audit Committee and Aspire Public Schools staff will develop a corrective action plan to address all relevant weaknesses noted by the auditor.

Revenue & Accounts Receivable

I. Cash Receipts & Deposits

A. CATEGORIES OF CASH RECEIPTS

1. **Federal, State, Local Revenue:** On a daily or weekly basis, the Assistant Controller or Staff Accountant receives checks in the mail. Majority of the checks received are for federal, state, and local aid. In addition, there are other local revenues received from the schools. The Cash receipts log tracks the receipts by the deposit date. Some funds are received electronically by ACH and wire transfer. All cash receipts are booked according to the remittance advice provided by the sender and information from CDE website.
2. **Donations:** Donations can be received and deposited by the school sites and Home Office, although the majority of donations are received by the Home Office Accounting or Development staff.

Generally, contributions received or committed, including unconditional promises to give are recognized as revenues in the period received at their fair values. Contributions made, including unconditional promises to give, are recognized as revenues in the period made at their fair values. Conditional promises to give, whether received or made, are recognized when they become unconditional, that is, when the conditions are substantially met.

The Staff Accountant enters all cash receipts for donations and grant revenues at the Home Office. For donations, checks are the source documents and any other corresponding info that is attached (e.g. letter from donor) is used to record transactions in the G/L. For grants, the grant documents are used to enter revenues and promises.

Some schools may choose to provide acknowledgement letters to the donors and other schools will give Home Office the necessary donor information to the Staff Accountant or Development Director to write acknowledgement letters to the donor.

3. **Lunch Fees:** All of Aspire’s sites with the exception of Langston Hughes, APEX, Port City and Rosa Parks, are on the National School Nutrition program. All sites use Mealtime to record meals taken and cash receipts. Mealtime is set up at each site and monitored by the Cafeteria Manager. To ensure that each meal that is handed out is accurately recorded according to who took the meal and their qualification, Aspire’s sites use a Biometric Finger scanner at the beginning of the meal line.

The Nutrition’s staff at the Home Office is responsible for the analysis of meals delivered, meals served, money collected and money deposited against the information in Mealtime. This analysis ensures that all meals are accounted for and all funds are accounted for in an accurate and timely manner. These funds are tracked in resource codes 5310, 5320, and 5370.

4. **After School Fees:** Schools have the choice of charging additional fees in addition to the Afterschool Education grants received. The funds are budgeted at the beginning of the year with the Afterschool Director and the Principal. Several Aspire schools have chosen to charge parents after school fees.

B. PREPARATION OF CASH RECEIPTS (HOME OFFICE)

On a daily or weekly basis, the Staff Accountant records all checks received into the Cash Receipts Logs. The Cash Receipts Log provides a detailed summary of the checks that were deposited on a specific date. The summary provides the total deposit that was made and details of the deposit breakdown. The information noted in the log is payer name, date of receipt, check date, amount, site code, and any descriptions that may be on the check.

1. Staff Accountant makes a copy of the checks to be deposited.
2. Assistant Controller then deposits the checks into the bank through an online banking system through Wells Fargo
 - The process starts out with entering the total deposit to be made as well as the deposit references & bag number
 - Original checks are scanned through a scanner
 - Staff Accountant confirms the check amounts in order to balance the deposit to the entered total
 - The scanned checks are uploaded to Wells Fargo for deposit
 - Assistant Controller will print a deposit confirmation from the website
 - Original checks are put into a plastic bag and placed in a locked area for storage of 30 days and then shredded.

3. The check copies, including accompanying information, are attached to the cash receipt log for that day
 - The Staff Accountant makes sure that the total deposit has all check copies to ensure that there is enough backup in order to enter the receipts into MIP
 - If there isn't enough information on the check, the Staff Accountant will follow up with the appropriate individual to find out what it is the purpose of the funds
4. The Staff Accountant then enters the cash receipts in MIP (posting in accounting software)

C. PREPARATION OF CASH RECEIPTS (School Sites)

1. **Mealtime Deposits:** Monies for students that are paid or reduced are collected beforehand in the main office by the Office Manager. A receipt is given for all monies collected. The Office Manager does an end of day report in Mealtime that confirms the monies collected and the number of meals delivered by the vendor. At the end of every week, the office manager prints out a deposit slip from Mealtime and brings the deposit to the bank. A copy of the deposit slip from Mealtime and the deposit confirmation is sent to the Staff Accountant for review and entry into MIP.
2. **Donations:** When Aspire receives cash donations at the school site, the schools will deposit the money into the site's checking accounts. In addition, the Office Manager is required to input the deposit information in the online General Ledger Tool and provide the necessary backup for the deposit to the Staff Accountant.
3. **Afterschool Fees:** Depending on the payment schedule, deposits of after school fees are made at least monthly. The Office Manager is responsible for inputting the deposit information into the online School Ledgers. A copy of the deposit slip confirmation is uploaded upon entry. These funds are tracked in resource code 0028.

D. POSTING OF CASH RECEIPTS

The Assistant Controller receives the cash receipt log and supporting check copies from the Staff Accountant. The Staff Accountant logs into MIP, and then selects the cash receipts module from the toolbar. A new cash receipt (CR) session number is created. The CR session number is written on the cash receipt log for reference in the event that someone would like to look up the cash receipts in the general ledger. The checks are used for information as well.

1. School Site Deposits

a) **Donations:** *When a school site receives cash donations, they deposit the funds into their site account.*

- (1) The Office Manager is responsible for writing the acknowledgement letters to the donors.
- (2) After the donations are deposited, the Office Manager will enter the deposit information into the online School Ledgers and forward a copy of the deposit slip and backup to the Staff Accountant for review.
- (3) The data is downloaded from the online Site Ledger tool and then imported in the accounting system.
- (4) The Staff Accountant reviews the entry and prints an unposted entry record for Assistant Controller.
- (5) The Assistant Controller reviews the entry for accuracy and cash flow.
- (6) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

b) **Mealtime:** *The Staff Accountant uses the Mealtime end of day reports along with the deposit slip confirmation to entry the cash receipts into MIP.*

- (1) The Staff Accountant enters the cash receipt entry and prints an unposted entry record for Assistant Controller to review.
- (2) Assistant Controller reviews the entry for accuracy and cash flow.
- (3) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

c) **After School Fees:** *When a school site receives after school fees from parents, they deposit the funds into their site account.*

- (1) The Office Manager is responsible for writing a receipt to all parents.
- (2) After the fees are deposited, the Office Manager will enter the deposit information into the online School Ledgers and upload a copy of the deposit slip and backup.
- (3) The Staff Accountant verifies the information at the time of monthly bank reconciliation.

2. **Mealtime Online:** When parents choose to remit after school fees through Mealtime, Mealtime deposits the funds into the site account. The Staff Accountant will enter the deposit information into the online School Ledgers and upload ACH Transfer Report.

- (1) The after school fees follow the same MIP import process as the site donations.

E. REVIEW CASH RECEIPTS

The Assistant Controller and Staff Accountant reviews the cash receipts via the A/R ledger to make sure that all cash receipts are posted correctly. Also, the A/R accounts are reconciled on a monthly basis. If there is a discrepancy in the cash receipts, the Staff Accountant will verify the source (the check) to make sure that the cash was posted correctly.

II. School Site Deposit Process

A. PURPOSE

The purpose of this document is to provide details to school based staff on how to make and record a deposit.

B. OVERVIEW

The information in the schedule below displays common coding that will be used throughout the year for adding deposits to the site ledger. If there is any cash collected that is not included in the items below please contact the Staff Accountant at Home Office.

Object Code	Resource	Description	Fee
8699	0000	Other Local Revenue	Year Book Apparel Sale Fundraiser Bake Sale Book Fair Field Trip Uniform Sale Sports Fees Athletic Concessions Grad Ticket Choir Before School Care Summer Child Care Science Camp Prom
8699	0028	Other Local Revenue	After School Program
8615	0000	Donations	Cash Donations
8650	0000	Leases and Rental	Renting out of facilities

Officer Managers should also be aware of the following issues that are common to site ledger posting:

1. Donations vs. Fundraisers – donations are cash collected for services received without performing a service or exchanging an item of equal value (in the case of deposits only cash donations apply). On the other hand, during fundraisers items are exchanged or sold, or services are performed. For example, a car wash fundraiser services are exchanged for cash to raise funds. A bake sale is an example of fundraiser in which items of value (food) are exchanged for cash funds. Please make sure to code all donations to object 8615 and fundraising cash received to object 8699.
2. In the case that an expense previously paid out is refunded, the check refund will be coded to the same account as the expense. For example, the refund of a phone bill balance would be coded to expense object 5902 (Phone Expense) rather than object

8699. Please for money collected for apparel purchases code to object 8699. This has been commonly confused with object 4301. A sale is revenue and should not be coded as refund of an expense.

3. Mealtime should **ALWAYS** be deposited to the main Aspire bank account. However, if mealtime is deposited to a site account **IN ERROR**, please code the deposit to resource 5310 and object 8634.

Procedure for adding a deposit to the site ledger:

The below summary explains the documentation that will be used by Office Managers to keep records of deposits that will be uploaded into the site ledger and forwarded to the Home Office. The deposit summary template can be found on MyAspire under the [Accounting teammate resources link](#) and in the School Site Ledger section. Please note that Office Managers do not need to send copies of the checks deposited to the Home Office, but will only need to keep for their internal financial records. Copies of the checks or a check listing should be kept at the school.

Note: For MealTime deposits deposited to a site account in **ERROR**, sites should submit the “Mealtime Reconciliation” worksheet with the bank receipt attached to the front and/or a Desktop Deposit confirmation.

Deposit Documentation:

Retain at Site	Send to Home Office
A copy of your completed Deposit Summary with bank receipt or Desktop Deposit confirmation sheet attached	Original or copy of Deposit Summary with bank receipt or Desktop Deposit confirmation (for online deposits) sheet attached
Copy of deposit ticket	
Copies of all checks or a check listing	
Check stubs removed from checks. (not typical for personal checks, but if you receive a check from a business it may contain a stub with information about the payment)	

Deposit Summary Header:

Enter your school name. The date field is pre-populated with a formula for the current date.

Deposit Breakdown:

This section is used to identify the types of revenue being deposited. Finance will use this information to ensure the revenue is posted correctly in the accounting system. The most common types of deposits are listed on the template. If you need to add something not listed, just key over one of the "Other:" descriptions. The total amount listed in the "Deposit Breakdown" should agree with the total cash AND checks deposited equal the deposit amount displayed on the bank receipt.

Deposit Receipt: The Deposit Receipt will be provided to you by the bank at the time of the deposit. This should be added to the deposit summary sheet when scanned and saved for records.

Checks: Enter the number of checks in the deposit and the total value of the checks on the corresponding lines.

Cash Count:

Enter the number of each type of coin or bill and the formulas will calculate the totals. All deposits containing cash require two people to verify the cash balance and sign the Deposit Summary prior to deposit.

Balance Check:

The feature verifies the total listed in the Deposit Breakdown sections equals the total of cash and checks in the deposit. If the totals agree, "Balanced" will be displayed. If the totals do not agree, "Out of Balance" will be displayed and you should find the discrepancy before depositing the funds.

Adding Deposits to the Site Ledger:

1. After completing the deposit, login to the schools to the online site ledger tool by clicking the MyAspire application with a "piggy bank" called School Ledger.
2. Once logged on to the site ledger, select ledgers at the top of the menu screen and then Click "**Add New Ledger Entry**"
3. Enter the deposit information in the highlighted cells below
 - Type – Deposit for all deposits
 - Description – Type an applicable description (ie after school program, prom, donation...)
 - Resource Code – Typically 0000, however use 0028 for after school fees

4. Object – Use 8615 for donations. Most often cash received will be coded to 8699 (see page 1 for coding reference) *Notes: Please add notes for any nuances that finance needs to be aware of.
5. To upload deposit information Click on “choose files”. Now search for the file on your computer and select to upload.
5. Once the deposit information is input in the ledger click “Submit”
6. Once the deposit is entered it will show up in the monthly ledger based on the deposit date input

*Note: If your deposit does not show up or you have questions of coding items such as expense refunds, contact the Staff Accountant for further guidance.

Expense & Account Payable

I. Payroll

Effective controls and segregation of duties are essential throughout HR/payroll function. Aspire uses the JobVite system for recruiting and making offers to candidates, and Ultimate Software’s Ultipro software for HR onboarding and payroll. Payroll processing is in house. The Controller oversees the payroll function.

The payroll system is designed to provide the basic information necessary to:

- Calculate payrolls, including gross pay, federal, state, and local income tax withholdings, social security and medicare (FICA) taxes, and other payroll deductions such as employee contributions to health and retirement benefits, in line with federal, state and local compliance regulations.
- Compute and make timely payroll tax deposits.
- Record payroll liabilities and expenses on the general ledger.
- Prepare quarterly and annual payroll tax returns.

For specific Aspire policies relating to the employment, benefits, payroll, overtime, time off and leaves of absence, safety and security and separation of employment, refer to the respective Employee Handbook for California and Tennessee.

A. ROLES AND RESPONSIBILITIES

The HR department handles and performs all personnel-related activities except payroll. Employee payroll files are kept separate from employee personnel files. The Payroll team and Controller have access to the payroll files and the HR department has access to the personnel files. The HR manager is responsible for compliance on HR-related matters and the Controller has ultimate responsibility for compliance on payroll-related matters. HR does all hiring where pay rates, titles and positions are set and approved. The hiring manager, regional financial analysts and the Director of Finance approve all new positions within the Board approved budget. Principals, Directors and the Aspire Senior Leadership Teams are authorized to hire staff, which requires HR final approval to ensure that relevant screenings and background checks have occurred before an employee starts work.

B. PAYROLL FREQUENCY

Aspire processes payroll semi-monthly, on the 15th and last day of each month. In the event that the 15th and/or last day of a month falls on a non-business day, payroll will be processed on the earlier preceding business day to the 15th or last day.

- **Exempt employees** – paid from 1st-15th on 15th of month and 16th-last day of month on last day of month
- **Non-exempt employee** – paid from 9th-24th on last day of month and 25th-8th on 15th of month

C. NEW HIRES AND STATUS CHANGES

New hire information flows from the JobVite recruiting system into the Ultipro system. HR reviews the information entered, adds and edits new data fields as applicable (e.g. job title, wage rate etc) and reviews to ensure accuracy. Approval workflows within the Ultipro pass each new hire to the financial analyst team and Director of Finance to confirm positions are approved per the respective school site, regional or home office budget. The employee is only 'hired' and established once screenings and background checks have been verified. New hire information packet is passed to the payroll team to review data entry and to set up pay group, retirement deductions and W-4/direct deposit information if not already captured. Benefits are selected by employees using the bswift system and each payroll a bswift file is generated by the provider for importing benefit deductions into payroll.

Status changes are entered by employee supervisors or HR. Approval workflows within Ultipro pass status changes through HR, Finance and Payroll before changes are made accurately and approved. Any benefit updates related to a status change are entered into bswift and passed via the semi-monthly bswift file. All changes in an employee's status must be properly documented. Change in working hours/days or pay rate will require a revised letter of employment or status change form, signed by the School Leader and the employee. These changes must be reported on a timely basis to HR.

All new employees have to complete a series of forms to evidence their eligibility to work in the United States, elect benefit options and to define the number of exemptions and other data for income tax withholding purposes (W-4). This information is captured by JobVite, Ultipro and in forms and is used by the HR and Payroll departments to set up the new employee in the HR and payroll systems and to register them for their benefits. These forms for all new employees should be collected by HR by the end of the employee's first working day.

W-4 and direct deposit information is maintained within Ultipro and employees go into Ultipro if they need to update.

D. [TIMESHEET PREPARATION AND APPROVAL](#)

Non-exempt/hourly employees have access to enter their time in one of two ways, clock in/clock out of time clock devices, or by entering time directly into Ultimate WorkForceManagement (WFM) each pay period. Supervisors must review and approve time worked and meal break periods. After each pay period end, the Senior Payroll Specialists review for unsubmitted or unapproved timesheets and chase with supervisors and Office Managers/Business Managers. Once complete, timesheet data is extracted from Ultimate WFM for non-exempt/hourly employees to create an import file for upload into Ultipro. The extracted data contains the hours charged by each employee to each site code and job code, and are broken down by regular time, overtime, double time, PTO, sick, jury and bereavement time.

Exempt employees do not complete timesheets and use Ultimate WFM for time off requests. Time off requests (PTO, sick, unpaid, bereavement, jury duty) are performed in Ultimate WFM and are initiated by the employee and authorized by the employee's supervisor. Time off data is extracted from Ultimate WFM for salaried/exempt employees to create an import file for upload into Ultipro. This is generated every pay period.

E. ADDITIONAL PAY

Each year, additional pay for specific additional duties are reviewed and approved by the Chief People Officer and Chief Financial Officer. Additional pay is initiated by the Regional site leaders or hiring manager and authorized in line with the authorization thresholds established within the fiscal control policies and approved by the Board of Directors. Amounts are entered into the Additional Pay Tool. The finance analysts and Director of Finance review to ensure amounts are in line with applicable school site, regional or home office budget.

Each pay period an electronic file is extracted from the Additional Pay Tool showing the approved additional pay amounts to be paid within the upcoming payroll to specific employees. Once reviewed by the payroll team, this is uploaded into Ultipro. The file includes the employee number, site code and additional pay amount.

Bonuses and annual COLA adjustments are approved by the Board of Directors before being imported into payroll. The Director of Finance calculates bonus/COLA amounts and the Controller reviews the calculations before amounts are imported into payroll.

F. RETIREMENT

Aspire participates in the CalSTRS, CalPERS and TCRS retirement systems. Aspire also offers a 403(b) plan to CA and TN employees who are not able to participate in the state retirement programs. In addition Aspire offers a separate 403(b) plan for employees of CA who would like to save more for retirement than the CalSTRS and CalPERS programs.

Upon hire, a change in status and in line with the payroll calendar and deadlines, the payroll/retirement team will review an employee's job role, job location, job hours and prior state retirement plan membership to determine which retirement system an employee should be placed into. The Retirement Manager looks up the employee within the relevant retirement system to confirm prior membership and applicable plan set up, and the Senior Payroll Specialists set up the relevant retirement payroll deduction in Ultipro. The Retirement Manager also runs a monthly audit report to validate correct plan set up prior to payroll processing.

Each pay period after the payroll has been transmitted and the pay period closed, the payroll/retirement team transmit 403(b) payments to the provider based upon the payroll register. Yearly annual employer match contributions are calculated by the third party provider PolyComp and are funded to participant accounts. The Controller reviews and approves the payments.

Each month, the payroll/retirement team processes payments and monthly reporting to CalSTRS, CalPERS and TCRS, based upon published deadlines. An internally generated

reporting tool extracts data from Ultipro and puts in a format for reporting for CalSTRS and LACOE reporting. CalPERS and TCRS data is reviewed before submitting by the Payroll Manager/Director of Retirement.

G. PAYROLL PROCESS

The processing of the payroll involves a series of tasks necessary to ensure that employees are properly compensated and that the applicable federal, state and local withholdings are deducted from gross wages. Additionally, detailed records must be maintained to support tax deposits.

The payroll process begins with having each employee established in Ultipro. Most employees are paid on a salary basis, thus payroll processing consists largely of entering pay-change information. Some employees are paid on an hourly basis.

The HR department enters approved pay changes and benefits changes into Ultipro. After all data is entered, approved and imports uploaded, prior to transmittal, one of the Senior Payroll Specialist runs a Calculated Check Register and the payroll team reviews each other's data entry. The Calculated Check Register is used to validate that all timesheet data, prorated calculations and other pay/benefit changes have been processed correctly. The Payroll Manager runs a series of control reports to validate the accuracy of the payroll and to ensure no terminated employees are paid. Once this review is complete, the Controller reviews and approves the report before the payroll team finalize the payroll. Once all data has been verified, checks/direct deposit vouchers are printed. Checks are sent to the sites for distribution to employees by principals/office managers on pay day, and the Controller uploads the ACH payroll files to the bank for direct deposit payments, ensuring first that the payment file total agrees to the register for each pay group.

Vacation (PTO) is accrued through Ultipro on a semi-monthly basis for all eligible employees. An employee is eligible if they meet certain criteria (i.e. full-time employee, or benefit eligible employee) and Ultipro recognizes these criteria from the initial information entered into the system by HR. Ultipro automatically calculates vacation accrual for all eligible employees. PTO policies are set out in the Employee Handbook.

Each employee is required to submit a time off/sick leave request electronically using Replicon, prior to taking vacation. The employee will submit this to his/her supervisor/principal for approval who will also approve in Replicon. The Senior Payroll Specialist will look up whether the employee has enough available hours for the

request and will contact the supervisor if not. Employees are not allowed to use hours in advance.

At year end, the payroll team reconciles the W-2 total payroll wages to the payroll registers, which tie to the G/L accounts. Along with the monthly reviews, quarterly reconciliations are also performed by the Payroll team and reviewed by the Controller as the DE9, 941 and Tennessee tax returns are prepared, as needed.

H. PAYROLL TAX FILING AND PAYMENTS

Returns and payments for payroll withholding tax, social security/medicare, SUI and state and local taxes and unemployment will be prepared by the payroll team, in accordance with guidelines established by federal, state and local authorities, and reviewed by the Payroll Manager and Controller. The payroll team will file these returns and make payment on behalf of Aspire - both of which are reviewed by the Payroll Manager or Controller. The Controller will ensure that all returns are reviewed and that they have been submitted to the respective authorities.

I. PAYROLL RECONCILIATIONS AND REVIEWS

After payroll is processed, the Staff Accountant or Assistant Controller exports the payroll data from Ultipro to format for upload to MIP. The Staff Accountant/Assistant Controller converts data for accounting purposes. The full P&L account string in Aspire’s chart of accounts is:

Site	-	Fund	-	Resource	-	Goal	-	Object	-	Function
xxx		xx		Xxxx		Xx		xxxx		Xx

The Controller is mostly concerned with collecting, recording, and reconciling data for two significant code strings: site and object codes. The financial analyst is responsible for the resource coding. The Controller reviews and approves the journal entry to ensure it balances to the payroll detail before posting. The Staff Accountant or Assistant Controller do not have access to process or modify the payroll run. Each month payroll and retirement balance sheet reconciliations are prepared by the Staff

Accountant/Assistant Controller and reviewed by the Assistant Controller/Controller to ensure segregation of duty.

II. Procurement

A. PROCUREMENT

Aspire Public Schools purchases only those goods and services that are necessary for the organization to achieve its mission or other approved purposeful need. With every purchase, authorized approvers and employees will take into account price, quality, and level of service. Vendors may be selected based on any or all of these factors. Purchases paid with federal grants will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#), except where Aspire's policy is more conservative. Purchases of \$5,000 or greater are capitalized as a fixed asset, tagged, and tracked until it has been disposed.

Aspire Public Schools employees planning to make purchases with federal grants should do so in accordance with our [Procurement for Purchases with Federal Funds](#) policies and procedures. When executing a sealed bid or competitive proposal, refer to the [Competitive Bidding Documentation template](#).

B. RELATED PARTY TRANSACTIONS

All Employees and Board members must disclose relationships with current or proposed vendors in accordance with Aspire Public Schools' Conflict of Interest Policy. Any purchases that are paid through federal grants must follow the conflicts of interest requirements per [Uniform Guidance 2 CFR 200.118](#).

C. CONTRACT GOODS AND SERVICES

To ensure protection, Aspire Public Schools requires contracts for goods or services to state expectations from both parties, delivery timing, payment terms, and other standard legal protections. Common types of contracts Aspire Public Schools utilizes include independent contractor agreements, memorandum of understanding, janitorial contract, and purchasing contract. Aspire Public Schools employees should utilize the contracts page created by the Aspire Finance team to help with any questions regarding contracts or to obtain a template to begin drafting a contract.

Aspire Public Schools requires completion of IRS Form W-9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor.

Drafted contracts should be delivered to the Contracts team at contracts@aspirepublicschools.org. Completed contracts will be uploaded to Coupa by the Accounts Payable team where invoices are to be submitted against them. **All invoices derived from an approved contract should be submitted in Coupa against the contract so it does not go through another approval chain.** Once a contract has gone through the contracts process, invoices related to the approved contract and within the stated contract value will go directly to the AP team for review, and no further approval is needed.

D. NON CONTRACT GOODS AND SERVICES

Aspire Public Schools allows for the purchase of goods and services from a vendor agreeing to bill the organization after the goods or services have been delivered. In some cases, a deposit may be required up front prior to delivery of goods or services. In case where purchase orders are needed, Aspire Public Schools employees will utilize Coupa to submit the purchase request.

In rare cases where goods or services have been delivered without a Purchase Order or Contract, a non-backed invoice can be submitted in Coupa to go through the necessary approval chain. This type of invoice submission should be avoided as much as possible through use of Purchase Requests and contracts.

III. Procurement for Purchases with Federal Funds

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#) except where Aspire's policies are more conservative. The Uniform Guidance methods of procurement are focused on reducing the risk of waste, fraud, and abuse. It requires internal controls of how federal award money is used and requires Aspire to follow documented procurement procedures that reflect applicable state and local laws. This guidance also focuses on increased competition and transparency in the procurement process.

To assist in the procurement process when using federal award money, please utilize this table:

Method:	Purchase Transaction Threshold:	Type of Competitive Action:	Additional Comments:
Micro-Purchase	\$0 - \$3,500 (this threshold was increased from \$3,000 up to \$3,500)	Requires one (1) written quote or proposal from a qualified supplier	No competitive quotes are required if price is reasonable
Small Purchase Procedure	\$3,500 - \$150,000	Requires at least two (2) quotes or proposals from qualified suppliers	Informal purchasing procedures are allowed but price and rate quotes must be obtained (i.e. phone call or web search)
Sealed Bid	\$150,000 and greater	Require three (3) or more public RFP's (managed through Home Office)	Most common for construction projects. Contact finance@aspirepublicschools.org
Competitive Proposal	\$150,000 and greater	Require three (3) or more public RFP's (managed through Home Office)	Required for solicitation and is used when sealed bids are not appropriate. Best practice is to solicit at least 3 qualified sources.
Noncompetitive proposal (sole source)	\$3,500 and greater	Sole-source procurement appropriate when specific criteria are met	Item or service may be available from only one source. Emergency doesn't allow for competitive proposal process. Justification needs to be documented.

A. SMALL PURCHASE PROCEDURES

For purchases of \$3,500 up to \$150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made. Refer to the [Small Purchase, Sealed Bidding, and Competitive Proposal template](#) for more support.

B. SEALED BIDS AND COMPETITIVE PROPOSALS

For purchases \$150,000 and greater, a formal sealed bid process or competitive proposal process will be followed. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process will be collected and stored and will strictly follow the Uniform Guidance requirements. The bid or contract award will be approved by the Controller, VP of Finance, or CFO. Refer to the [Small Purchase, Sealed Bidding, and Competitive Proposal template](#) for more support.

C. NON COMPETITIVE PROPOSAL (SOLE SOURCE)

Section 200.320 of Uniform Guidance defines the circumstances in which sole source procurements are permitted:

1. The item is only available from a single source
 2. The public emergency will not permit a delay resulting from competitive solicitation
 3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity
 4. After solicitation of a number of sources, competition is deemed inadequate
- Only one of these circumstances needs to be met for a procurement to qualify

In addition to meeting one of these circumstances the following must also be completed and delivered to the Finance team at finance@aspirepublicschools when Sole Source procurement is utilized:

1. Perform a cost or price analysis to ensure reasonableness
2. Document a history of the process and reasoning behind utilization of this method
3. Document circumstances and rationale for not completing the solicitation

D. SEARCH FOR VENDORS ON THE SYSTEM FOR AWARD MANAGEMENT (SAM)

Before engaging a vendor, a search on the SAM website for the vendor by name, tax identification number, or another characteristic must be completed to make sure the person or entity hasn't been suspended or debarred from performing federally funded work. Vendors on the debarred or suspended list should not be selected for services utilizing federal award money.

Aspire will avoid real or apparent organizational conflicts of interests and non-competitive practices among vendors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

E. SMALL PURCHASES, SEALED BIDS, AND COMPETITIVE PROPOSAL DOCUMENTATION TEMPLATE

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#) except where Aspire's policies are more conservative.

F. SMALL PURCHASE PROCEDURES

For purchases of \$3,500 up to \$150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made.

G. SEALED BIDS PROCEDURES

For purchases \$150,000 and greater related to construction, a formal sealed bid process will be followed where possible. This process will be completed and managed by the Home Office Facilities team. Documentation of the process should be made following Part 1 and Part 2 below.

H. COMPETITIVE PROPOSALS

For purchases \$150,000 and greater where a sealed bid process is not used, competitive proposal process will be followed where possible. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process should be made following Part 1 and Part 2 below.

Part 1: Summary of Sealed Bids or Competitive Proposals:

Department/Region/School	
Project	
Date	
Item(s)	
Cost for Entire Contract	
Federal Resource	
Application/ Allowable use	
Vendor Selection (Document Process)	
Vendor status on the <u>System for Award Management (SAM)</u>	

Part 2: Received Bids

1. Attach bid/quote from selected vendor (ideally using provided RFP form)
2. Attach alternative bids/quotes from three (3) suppliers when possible

3. If purchasing goods or services from a certain vendor without competition, justification for lack of competition must be submitted (e.g. for “sole source” suppliers explain why the product or service is unique and how other similar goods or services cannot perform the same objective)

IV. Independent Contractors

The purpose of this section is 1) to ensure that individuals are appropriately classified as an independent contractor, and 2) to clarify the process and forms required in the event an independent contractor performs work for Aspire Public Schools. Aspire pays independent contractors for their services. Unlike regular employees, no taxes or voluntary deductions are withheld from independent contractor payments.

A. FACTORS TO DETERMINE IF SOMEONE SHOULD BE CONSIDERED AN INDEPENDENT CONTRACTOR - ABC TEST

To show that a worker is an independent contractor, the hiring entity has the burden to establish each of the following elements:

(A) That the worker is free from the control and direction of the hirer in connection with the performance of the work, both under the contract for the performance of such work and in fact;

(B) That the worker performs work that is outside the usual course of the hiring entity’s business; and

(C) That the worker is customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for the hiring entity.

NOTE: if the independent contractor doesn’t meet the ABC test, please proceed to speak with [HR](#) about hiring them as an employee.

For additional guidance, please refer to the **10 Golden Rules re Independent Contractors 2019** below and contact HR:

1. Don’t engage a former employee as an Independent Contractor

2. Don't engage an Independent Contractor who recently was an employee anywhere else
3. Don't be an Independent Contractor's first customer
4. Don't engage an Independent Contractor to perform the same work as employees
5. Don't prohibit an Independent Contractor from working for other companies
6. Don't provide training to an Independent Contractor
7. Don't attempt to control how, where, or when work is performed
8. Don't provide tools or equipment
9. Don't reimburse for business expenses
10. Be careful converting an Independent Contractor to an employee

B. INDEPENDENT CONTRACTOR PROCESS AND FORMS

1. Once Contractor status has been met, appropriately authorized employees should complete the Independent Contractor Agreement template. The Contractor will need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.
2. The Signed Agreement, W-9, TB & DOJ forms should be forwarded to both contracts@aspirepublicschools.org and the Director of Employee Services for review and approval, **prior to the Contractor beginning work.**
3. The contracts team will coordinate with HR to ensure the contractor is TB/DOJ cleared. The contracts team will also review the contract with the Financial Analysts team to confirm approval of the budget amount of the contract.
4. Once approved, the Independent Contractor Agreement will be signed based on Purchasing Approval limits within the fiscal control policy document, and will be added into the COUPA purchasing system.

PLEASE NOTE, CONTRACTORS WITHOUT THE APPROPRIATE DOCUMENTS OR CLEARANCES WILL BE SENT HOME TO HELP ENSURE THE SAFETY OF OUR STUDENTS, STAFF, AND TO PROTECT THE ORGANIZATION.

At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice their site contact. Invoices should be approved and coded and uploaded directly into COUPA.

To terminate an agreement prior to the completion of the project, please see the Termination Letter Template on MyAspire.

Independent Contractor Forms (accessible on MyAspire)

Form	What is this used for?	Document
Independent Contractor Agreement	<p>Agreement needs to be completed for Independent Contractors unless an MOU is in place.</p> <p>Signing Authority: Please review the total amount of the contract and follow Aspire's guidelines to determine who can sign on behalf of Aspire. All authorized signatures should be Principal or Director level and above.</p>	<p>Independent Contractor Agreement.pdf</p> <p>Independent Contractor Agreement Fillable Form.pdf</p>
W-9	<p>All independent contractors need to complete a W-9 Tax Form.</p>	<p>Form W-9.pdf</p>
DOJ	<p>All independent contractors who will be working at school sites are required to receive DOJ clearance prior to beginning work. Locations of Live Scan facilities can be found here: http://ag.ca.gov/fingerprints/publications/contact.php.</p> <p>Independent Contractors should write "Contractor" on the application form. The cost of fingerprinting will not be reimbursed by Aspire Public Schools.</p> <p>To determine whether or not Clearance has been received, please contact HR.</p>	<p>Live Scan Application.pdf</p>
TB	<p>All independent contractors who will be working at school sites are required to provide proof of a Negative TB (PPD) result. Aspire will not reimburse Independent Contractor for this cost.</p>	
System Access	<p>Independent contractors often need access to Aspire's data systems in order to do their work. To ensure that our data is kept secure and confidential, this form should be completed by independent contractors and returned to the technology team as part of a request for system access.</p> <p>The completed form can either be attached to a help ticket or emailed to the technology team member responding to the request for access.</p>	<p>Data Access Form.pdf</p> <p>Aspire Data Access and Use Agreement.docx</p>
Termination of Agreement	<p>You may use this template if you choose to end an Independent Contractor Agreement prior to the completion</p>	<p>Contract Term Letter.docx</p>

	of the project. No document needed to end agreement if work has been completed as described in the Agreement.	
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V. Credit Cards

A. CREDIT CARD PURCHASES

At times, it is necessary for purchases to be made on a corporate credit card. Aspire Public Schools issues credit cards to specific authorized employees to benefit Aspire Public Schools and the purchaser through prompt payment to suppliers and vendors. Credit Cards should not be used to bypass established purchasing procedures, including advanced approval processes. Credit Cards are issued at the discretion of the CFO and Controller to current employees who are granted purchasing authority (see Approval Matrix). Cardholders agree to all purchasing policies and procedures as well as the cardholder agreement (see Cardholder Agreement).

Violations of these policies will be investigated and may result in a written warning, suspension or revocation of credit card privileges, disciplinary action, or termination. The CFO and Controller have the authority to investigate any potential violations and determine recommended actions as deemed appropriate.

Cardholders are responsible for the activity on the card. Aspire Public Schools may suspend or cancel the card at any time for any reason and cardholders will surrender the card upon request.

Credit card violations may include, but are not limited to:

- Purchase of personal items or items for family/friends
- Credit card usage for cash advances
- Credit card payments for invoices without proper authorization
- Failure to return cards upon request
- Loaning of card to any other person
- Failure to reconcile credit card statement on monthly basis
- Failure to provide other support for charges as requested
- Two incidences of missing receipts over a three month period

Below is a list of credit policies for card holders to closely follow:

- The credit card is to be used for pre-approved business purposes only

- Credit card limits will be established based upon role and responsibilities and will not exceed \$10,000.
- If a greater limit is needed for a particular employee, a request may be submitted by the employee's supervisor, and approved by the Controller or CFO.
- No personal items should be charged to Aspire issued credit cards.
- When using a credit card for internet purposes, cardholders should ensure that the website uses secure socket layer encryption (where website addresses start with https:).
- Cardholders shall not assign someone else the use of a credit card.
- Cardholders are personally responsible for settling any dispute over any purchase from a vendor.
- Should an employee experience two (2) violations in a three (3) month period, they will be subject to at least one (1) month suspension on credit card privileges.
- Continual violation of credit card policies may result in cards being canceled.
- Cardholders should plan activities and submit travel and purchase order requests early enough to use the regular Coupa purchasing system rather than the credit card.
- Credit cards may not be used to pay for invoices from vendors unless authorized by the CFO and Controller.

Each cardholder is expected to do the following in regards to receipts and reporting:

- Complete credit card reconciliation (statement review).
- Provide copies of corresponding receipts within stated deadline to online site. Receipts should be itemized and show entire details of what is purchased, especially for meals and restaurants (a credit card charge slip or statement is not sufficient).
- Maintain original receipts and send to Finance team employee upon request.
- When providing receipts, cardholders are expected to provide a brief description of purchase, provide codes such as object and resources, and ensure receipts uploaded are viewable.
- When receipts are missing, cardholders must complete Missing Receipt Acknowledgement Form which is uploaded as receipt image in lieu of receipt and approved by the cardholder's supervisor.
- Follow-up on any erroneous charges, returns, or adjustment to ensure proper credit is given on a timely basis.
- If card is lost or stolen, contact the Assistant Controller and Wells Fargo immediately to report.

VI. Invoice Approval & Processing

Aspire Public Schools invoice approvals are mostly automatically generated by the purchasing system (Coupa) approval chains, which are driven by the Home Office and School Site/Regional Approval Matrices identified in the section regarding Authorized Approvers and Authorization Limits. Other invoice approvals are done manually via signature or email. Invoice approvals are completed prior to recording the invoice in the accounting system and subsequent payment.

Aspire Public Schools, whenever practical, shall pay invoices within 30 days of their issuance, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30 days may be put on a payment plan, allowing a monthly payment agreeable to both the organization and the vendor, unless another arrangement is reached agreeable to both the charter school and the vendor.

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the Accounts Payable Accountant who shall ensure timely payment or the development of payment plans to be approved by the CFO. The Accounts Payable Accountant also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount, payable description, and account. Payments of invoices shall be processed weekly. All purchases in excess of \$250,000 shall be approved by the Board of Directors. All invoices will be approved by the CEO, CFO, Department Head, or appropriate School Leader prior to payment. No payment will be made without a properly approved invoice or other supporting documentation. All contracts that equal or exceed \$250,000 shall be approved by the Board of Directors.

VII. Cash Disbursements & Wire Transfers

The following internal controls are in place for disbursements:

- Pre-numbered checks and special check protective paper
- Match disbursement records against accounts payable / open invoice files
- Bank statements reconciled to cash accounts and any outstanding checks verified
- Separation of duties to the extent possible for an organization of Aspire Public Schools' size
- The CEO, CFO, and COO are designated as check signers.
- The CEO, CFO, Director of Finance, and Controller are authorized administrators on the Wells Fargo CEO Portal to manage electronic banking

- Blank checks will be held at Aspire Public Schools and locked in a cabinet or safe. Check signers will not have access to the cabinet or safe.
- Voided checks shall be retained to ensure proper maintenance of checking account records

A. DISBURSEMENT PROCEDURES

Aspire utilizes Wells Fargo Payment Manager Software to process their checks. Wells Fargo must be provided with the appropriate information in order to write the checks on the Aspire's behalf. The software extracts the check batch to be processed from MIP, and uploads the batch for CFO or Controller approval. The CFO or Controller review the individual items and details in the payment batch prior to releasing the batch to Wells Fargo for processing.

The CFO or Controller examines the batch as compared to their AP aging detail to ensure that the items being paid are in accordance with their approval. If there are items that need to be removed/added/edited, the CFO or Controller returns the batch to AP team at which they will modify the batch. The batch then is resubmitted, and the cycle starts over.

Once the batch is approved by the CFO or Controller in whole, the custom software transmits the necessary data to Wells Fargo for payment, and the batch is posted by AP in MIP.

If physical checks need to be printed, they are created by the AP team, and given to the CEO, COO, or CFO for verification, approval, and signature.

Authorized signers of checks are CEO, COO, or CFO. The checks are given back to the AP team to be mailed. The voucher package is filed by vendor in filing cabinets.

The AP team handles the transmission of the positive pay data to ensure that Wells Fargo honors all manual checks processed in office. The mailing of checks by AP is not deemed a significant risk as the bank will only process those checks that are listed on the positive pay file. Positive pay data submission is not necessary to be done by the AP team for checks processed by Wells Fargo because it is already done automatically when the file is submitted.

Payment Manager processing through the Wells Fargo Link (custom software application) is our main processing method for checks and ACH payments related to AP expenses or AP vendor payments. The CFO and Controller are the only authorized individuals at Aspire to have access to log in to the Wells Fargo Link, thus, mitigating

risks relating to unauthorized transmittal. In addition, the software does not modify data from MIP or add to data already in MIP. The batch must be processed on same terms as other payments that would be printed on site.

On occasion, the CEO, CFO, and Controller have access and may process an ACH payment batch through SAFE Transmission on the Wells Fargo CEO Portal. Payment files are created through text files generated from MIP by the AP team and then reviewed by the CFO, Controller, or Director of Finance prior to processing. CNOTE confirmations are directed to the team from the CEO portal after a successful transmission has been processed.

B. WIRE TRANSFERS

Intra-company transfers (fund transfers between Aspire Public Schools owned bank accounts) can be executed by the CEO, CFO or Controller as necessary to make Funds available in the operating accounts.

Wire transfers out of Aspire Public Schools accounts to Vendors require standard purchase documentation (e.g., either contracts, or Purchase Orders, Invoices and Payment Approvals) and must be initiated by the Staff Accountant or Assistant Controller and approved Controller, Director of Finance, CEO, or CFO.

VIII. Check Requests

A. PURPOSE

Aspire's check request policy covers both Coupa and Non-Coupa requests. The purpose of Aspire Public Schools' check request policy is to:

- Clearly assert what constitutes as an emergency check
- Ensure that check requests are being entered with the correct information
- Ensure that submitters are allowing enough time for AP to process checks

There are two methods of how to submit a check request, with appropriate documentation, through our COUPA system or via email. All check requests are expected to be entered in a timely manner, giving both supervisors and the accounting team enough time to review and process requests. Requestors should submit the request at least one week prior to the date it is needed. Check requests not submitted

with at least one week lead-time from the due date, may not be processed by the date requested.

Check requests are reviewed on a daily basis by the Accounts Payable team. Delivery of the signed check may be delayed due to holidays, Home Office Closures, or in cases where a check signer is not available. Once all necessary approvers have reviewed and approved your report, it will go to the Accounts Payable team for processing. Check requests will be sent to the requester or the vendor, depending on the submitter's request. Delays in check request processing can occur when budget owners fail to review and approve the request in a timely manner. It may be necessary to follow up with budgets owners in approval chain to ensure timely approval.

B. PAYMENTS ELIGIBLE FOR CHECK REQUESTS

Aspire Public Schools will process requests that have been made for urgent payments. Examples of what would qualify as an urgent check request includes: deposits for retreat venue or construction project, payments for field trips where a check must be presented to enter, and unforeseen repairs. Please be advised that delinquent invoices do not qualify a check request and should be submitted through the regular invoice process in Coupa. Below are specific guidelines for what is required for a check request to be processed in a timely manner.

C. SUBMITTING A CHECK REQUEST

The following guidelines must be followed to avoid delay in processing and issuing of check requests:

COUPA USERS – Existing Vendor

- When submitting the check request, you must select your reason for the check request, using the drop down.
- Submit a date for when check is needed. Reminder to give at least 7 business days for processing, start to finish. (Of course, AP realizes there are special circumstances, so reach out to AP for guidance on requests need sooner)
- Select where the check should be sent.
- Enter Vendor name as it appears in COUPA.
- New Vendor selection should always read NO
- Use additional comments for any payment or delivery requests made by the vendor.
- Be sure to select the appropriate object code as well as entering exact amount needed for payment.
- Be sure to attach backup needed for request. This is going to be a document provided by the vendor showing items or services to be rendered, the amount being charged, the date, the vendor name should also be present on the document.

- o If the backup is not detailed and shows little information concerning what payment is for, the request will automatically be rejected. Please be advised that this needs to be on the backup itself. If it is only written in the description it will still be seen as insufficient.
- Forward ACH Form (Direct Deposit) to vendor for review and submission.
 - o This ACH form is important as Aspire is moving toward electronic payments. This payment system will also ensure that your requested payments are received sooner by the vendors.
- Documents attached should be in PDF or JPEG format.

COUPA USERS – New Vendor

- Same information required as above.
- New Vendor selection should always read YES
- Include an attachment with Vendor W-9 (without it, your request will be rejected automatically)
- Forward ACH Form (Direct Deposit) to vendor for review and submission.
 - o This ACH form is important as Aspire is moving toward electronic payments. This payment system will also ensure that your requested payments are received sooner by the vendors.

ACH FORM

- ACH Forms can be found in the MyAspire Page under Teammate Resources and Accounting.

D. PAYMENTS INELIGIBLE FOR CHECK REQUESTS

Check Requests are reserved for payments needed by the vendor to complete a service or order in a short time. If services timelines or delivery of orders are not affected, then the check request is not an emergency. If the payment is not due for another 7 business days then the request does not constitute as an emergency check request. In both these cases, payments must be submitted through COUPA invoices process. Invoices that have been entered and approved by both supervisors and AP, are processed and paid every week, Thursday.

Check Request Best Practices

Due to the time and effort it takes for a check request to be completed, we recommend working with vendors and suppliers to have an invoice created to be submitted through Coupa for payment, rather than processing check requests. Because

we are able to send ACH payments, the time it takes for a vendor to receive payment has been dramatically reduced. Please be sure to offer this.

IX. Petty Cash

A. OVERVIEW FOR PETTY CASH

- Each Aspire Public Schools school site is allowed to have up to \$200 in Petty cash for day-to-day purchasing needs of less than \$25 per purchase.
- Petty cash can be reimbursed from the Home Office as quickly as a monthly basis upon receipt of the school ledger and receipts. Otherwise, reimbursements will be done as reported by the schools.
- Petty cash is to be controlled by the Office Manager or Business Manager of the school site.

- Each school site with petty cash must report a ledger with receipts at least once per year.
- Each site should have a petty cash box (with a lock) and a receipt book. The Home Office will send each school site a petty cash ledger (spreadsheet).

B. USE OF PETTY CASH

Petty cash should be used to purchase items such as:

- Emergency stamps
- COD package
- Pizza for a group of teachers/staff who help you get ready for an evening event, etc.
- Large pizza purchases are not permitted
- Treats, such as donuts or coffee, for parents or staff for support of an event

C. HOW TO MANAGE PETTY CASH

In order to use petty cash you need:

- A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
- Signature of person receiving funds acknowledging receipt of money.

- The reason for the reimbursement listed on the paper.
- Your signature authorizing the transaction.
- A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original petty cash Ledger and receipts are due to the AP Team at the Home Office

D. HOW TO REPLENISH PETTY CASH

Petty Cash can be replenished by sending the following documents to Home Office AP Team:

- Petty Cash Ledger
- Receipts attached paper
- Petty Cash Count sheet with signatures verifying accuracy

Once the AP team receives all the necessary information, a paper check will be issued to the school site where it can be cashed and then added back to the petty cash box that is locked up.

X. Employee Expense Reimbursement

A. PURPOSE

The purpose of Aspire Public Schools' expense reimbursement policy is to:

- Maintain effective controls on resources
- Authorize reimbursement to teammates for reasonable and appropriate business purposes
- Ensure expenses are in compliance with IRS, state, and/or granting/funder agency regulations
- Ensure that resources are wisely used to achieve the organization's mission

All employees of Aspire Public Schools are eligible to submit expense reimbursements, documented with receipts, through our expense reporting system and are expected to do so in a timely fashion. All expenses must be approved by a supervisor or authorized person other than the employee before payment. Employees should make every effort to submit requests weekly or within 30 days of incurring such expense. Items submitted **45 calendar days** after the date it was incurred may not be reimbursed.

Reimbursements typically occur weekly on Thursday's but may vary due to holidays or Home Office closures. Once a supervisor has approved a report, it will go to the Accounts Payable team to process the payment. The Accounts Payable team will utilize direct deposits as the method of payment to expedite reimbursements to employees where direct deposit have been set up. It may take up to **7 business days** from the supervisor approval for a reimbursement to be issued to a staff member.

B. EXPENSES ELIGIBLE FOR REIMBURSEMENT

Aspire Public Schools will reimburse employees for reasonable, necessary, and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, postage, supplies, meals, gas for rental cars, air travel, rental cars, and lodging. Below are specific guidelines for reimbursement of mileage, air travel, car rentals, other transportation, hotels, and meals and entertainment.

C. EXPENSES INELIGIBLE FOR REIMBURSEMENT

Aspire must adhere to certain guidelines as set forth by the California and Tennessee Department of Education for the use of State and Federal funds. The following is a list of non-reimbursable items:

- Personal expenses or family member expenses
- Alcohol and tobacco (with exceptions noted in the Aspire Alcohol Policy)
- Gift cards (amounts should be paid by Aspire Public Schools Foundation)
- Laundry or cleaning expenses
- First class tickets or upgrades
- Early check-in fees for hotels, flights, and reservations
- Travel insurance
- Room upgrade fees
- Membership dues at any country club, private club, athletic club, or tennis club
- Baggage fee for less than 3 nights stay
- Hotel gym or health club fees
- Massages or spa services
- Traffic citations
- Movies or PPV in hotels
- In room minibar items
- Clothing or jewelry purchases
- Fee for obtaining background check and/or TB clearance test
- Cash advances
- Political contributions or donations

Common purchases from common vendors used on an ongoing basis exceeding a \$1,000 threshold should not be charged to personal credit cards. Instead, expenses exceeding the threshold of \$1,000 should be entered in Coupa as either a check request, or purchase order. Employees should follow up with their Office Manager about this process.

D. SUBMITTING AN EXPENSE REIMBURSEMENT

The following guidelines must be followed to avoid delay in reimbursement of expense reports:

- When an expense is incurred, the original itemized receipt should be scanned or saved in PDF or JPEG format. Original receipts should be maintained by the employee for their own records. Receipts are required for all items above \$25, and items \$25 and below without receipt support may be rejected.
- A clear explanation of the expense should be provided in the expense template, so the supervisor and the Accounts Payable team (AP) can understand what the money was spent on. For meals, the business purpose of the meeting and the names and positions of all the attendees should be noted.
- The Expense Reimbursement Template should be completed. Select the project/site code affiliated with the expense report.
- When submitting business airline/mileage/car rental for reimbursement, follow the guidelines specific to those sections of the policy.
- Click on the “submit” icon located on the bottom of the page in order for the report to go through the appropriate approval chain process.
- Managers/Supervisors are responsible for reviewing that expenses are reasonable in amount, appropriate based on the employee’s responsibilities, supported by a receipt, coded accurately, and consistent with Aspire Public School’s expense policy prior to approving.

1. Mileage

Employees can be reimbursed for the cost of driving their personal car on Aspire Public School business (2019: Currently 58 cents per mile). The trip must be reasonable and necessary and approved by an employee’s supervisor. Mileage must be submitted in the following format as displayed in the line item description: “Home Office to Monarch”; or “CV Regional office to CHA”.

Note that an employee cannot be reimbursed for a "normal" commute. For example, if an employee has a normal 2 mile round-trip to work, and is assigned on a particular day to go to another location and that round trip is 10 miles, the mileage reimbursement will be for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or a Senior Leadership Team (SLT) member.

Aspire Public Schools is not responsible for parking tickets, or moving violation tickets.

2. Air Travel

Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to do the following when purchasing flights:

- Purchase airfare in Economy class or equivalent. If Economy class is unavailable, the employee must obtain approval from the CFO or Controller before purchasing a ticket.
- Purchase airfare at least 14 days ahead of travel when possible. Tickets purchased less than 14 days in advance must be approved by the employee's supervisor in advance of purchase.
- If airline flights provide a credit for refunds with regards to business airfares which Aspire paid for, the refund should be reimbursed to Aspire Public Schools.
- When expense reimbursements are submitted, it must include the following description: Order confirmation number/itinerary number, and date of travel. For example: AEX1234 and 05/31/17.
- Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
- Airline baggage fees for trips lasting two nights or less are not allowable, unless traveling with a discount airline. Charges incurred for baggage on domestic flights should not exceed \$50 per flight.

Aspire Public Schools is not responsible for lost, stolen, or damaged luggage. Should this occur, the employee is responsible for filing a claim with the airlines and/or the employee's own insurance company. If change fees are applicable due to a change in flight, the expense must be approved in advance by the employee's supervisor. Aspire Public Schools does not reimburse for early check-in.

California/Memphis Air Travel: In a continued effort to contain travel costs, Aspire has instituted a cap on flight expenditures in California and Memphis. The following limits will be in effect for round trip flights between these regions (based upon making a reservation at least 14 days in advance of departure):

- Memphis--Los Angeles & SF Bay Area - \$500
- Memphis--Sacramento - \$600
- SF Bay Area--Los Angeles - \$250
- Sacramento--Los Angeles - \$250

Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed.

3. Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (uber, taxis, public transit, and personal vehicles) are not available. Aspire Public Schools' corporate account with Enterprise should be utilized as much as possible because it will typically provide the best rate and may provide the best deal. The link to the [Enterprise Corporate booking site is here](#). Aspire Public Schools employees are expected to do the following when booking rental cars:

- Rent "mid-size" models or lower and not exceed \$40 per day base rate
- Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency
- Aspire Public Schools will not be responsible for damages that occur during business use of either a personal or rented car
- Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor
- Refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company
- Car rentals should be submitted in the line item description as follows: (Order number/itinerary number & service date(s) incurred)

4. Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

- Uber/Lyft/Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling
- Public transportation used instead of taxis when traveling out of town
- Train Fares

5. Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an overnight stay is required.

- Aspire Public Schools employees are expected to stay in standard business class lodgings, and room rates are expected to be reasonable for the location, otherwise are subject to rejection and may not be reimbursed. Below is an approved list of hotels and lodging within each of our regional locations:

Bay Area Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Bayside Hotel / Best Western	1717 Embarcadero, Oakland, CA 94606	510-356-2450	\$165	See Google Doc HERE
Executive Inn	1755 Embarcadero, Oakland, CA 94606	510-536-6633	\$149	See Google Doc HERE
Oakland Marriott City Center	1001 Broadway, Oakland, CA 94607	510-451-4000	12% off stay	See Google Doc HERE

Central Valley Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Holiday Inn Express	5045 S State Highway 99 E Frontage, Stockton, CA 95215	209-946-1234	\$129	See Google Doc HERE
Hilton Stockton	2323 Grand Canal Blvd. Stockton, CA 95207	209-957-9090	\$139	See Google Doc HERE

Los Angeles Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Embassy Suites	8425 Firestone Blvd, Downey, CA 90241	562-861-1900	10% - 15% off stay	See Google Doc HERE
Millennium Hotels	506 S Grand Ave, Los Angeles, CA 90071	213-612-1511	\$185	See Google Doc HERE
Crown Plaza	6121 E Telegraph Rd, Commerce, CA 90040	323-728-3600	\$179	

Memphis Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Sheraton Memphis Downtown Hotel	250 North Main St, Memphis, TN 38103	901-527-7300	\$129 - \$135	See Google Doc HERE

- Bay Area: \$175
 - Central Valley: Sacramento: \$135
 - Central Valley: Stockton/Modesto: \$116
 - Los Angeles: \$180
 - Memphis: \$121
- Any lodging stay outside of that stated above must be approved by the employee’s supervisor (written consent to be attached with receipts).
- Employees will not be reimbursed for a stay in a city longer than that is legitimately necessary.
- The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.
- When work commitments require Friday and Monday trips to the same city, employees are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
 - Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
 - Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

6. Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance

at the theater, sporting events, etc. Food will be paid for by Aspire Public Schools and any excessive entertainment charges will be paid for from the Aspire Public Schools Foundation.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Please see below for breakdown of Aspire’s maximum daily reimbursement of \$60:

- Breakfast (6:30 am – 11 am) \$10 including tip
- Lunch (11:30 am – 4:30 pm) \$20 including tip
- Dinner (5 pm – 9 pm) \$30 including tip

It is not acceptable to purchase one meal for one person at the daily maximum of \$60.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- An itemized receipt of food/drinks purchased as well as the description of purpose of meal is required. This must include the number of individuals and the names of those attending, their titles, business relationship, if applicable, and business purpose of meal and/or entertainment.
- Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.

7. Teachers’ Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an “allowance” for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

Note: Please verify with the Office or Business Manager if certain orders can be placed through the punch out catalog through Coupa in which vendors can automate invoices through the software. This will provide an additional discount when using the catalog, and diminish excess charges on personal credit cards.

X. ALCOHOL POLICY

Per California Education Code Section 32435, no school district, county board of education, or county superintendent of schools can expend public funds on the purchase of alcohol. In addition, the risks associated with the consumption of alcohol at events sponsored by Aspire Public Schools must be actively managed. The purpose of this section is to outline when and how alcohol expenses at Aspire Public Schools-sponsored events will be reimbursed and how to manage the risk associated with serving alcohol.

No alcohol purchased for an Aspire Public Schools-sponsored event can be paid for with public funds. Any such expenses must be approved in advance by C-level management and paid for with private, unrestricted philanthropy held by the Aspire Foundation. Only offsite Aspire-sponsored events may include alcohol consumption paid for with Foundation funds:

- Annual Town Halls
- Annual Leadership Retreat
- All-Principal Meetings
- All-Directors Meetings
- Region, School or Department Retreats

Any other alcohol expenses must be reviewed and pre-approved by Chiefs, for department or other Aspire-wide events, or Area Superintendents for school or regional events.

All alcohol expenses must be coded as follows:

- Object Code: 5206 (Approved Beverages)
- Resource Code: 0000 (Unrestricted and will be covered with private funds)
- Site Code: Home Office Department (100-199); Regional Office (200, 300, 400 or 500)

The Chief Financial Officer will be responsible for monitoring the overall adherence to the policy and for ensuring that the organization has adequate philanthropic funds to cover the purchase of alcoholic beverages such that no public funds are used.

The Accounts Payable team will be responsible for monitoring alcohol reimbursement / invoice payment requests and for ensuring that alcohol beverages are coded to the appropriate object code. If the itemized receipt includes food and alcohol, the coding for the expense reimbursement must be split into parts to differentiate between the object/site code for food and the object/site code for alcohol. Food will be paid for by Aspire Public Schools and alcohol and any excessive meeting charges will be paid for from the Aspire Public Schools Foundation.

Risk Management

Aspire has an obligation to manage the risk exposure when alcohol is being serviced at an event. Here are some suggestions to consider when hosting an Aspire organized event that includes the consumption of alcohol:

- Limit the number of drinks to 2 per person
- Encourage designating a driver and offer transportation options such as taxi or ride-sharing
- Include some language in the agenda about responsible drinking
- Serve food with any alcohol

XIV. Moving Expense Reimbursement Policy

Aspire may reimburse an employee for moving expenses to assist a new employee with reasonable costs incurred in moving household goods and personal effects as the result of an accepted offer of employment. Reimbursement is limited to the cost of travel to the new Aspire location/area for the individual and immediate members of the family/household.

“Reasonable Costs” includes those costs or expenses that are necessary under the circumstances of a particular move, i.e., a move from the old to the new residence must be made via a conventional mode of transportation using the shortest and most direct route available and in the shortest period of time normally required to travel such a distance. Meals and food costs are not reimbursable.

Maximum moving expense reimbursement:

- Move from East Coast or Internationally to California: \$4,000
- Move from Midwest to California: \$2,500
- Move in California to/ from Bay Area or Central Valley and Los Angeles: \$1,000

The specific amount available for reimbursement will be determined based on the beginning location and the location of employment.

Paid receipts must be submitted to Accounting via an expense report with 60 days of initial employment to be considered reimbursable. Any receipts submitted after this period are not eligible for reimbursement. Reimbursements for moving expenses are not taxable.

The CFO must authorize the moving expense reimbursement and must be confirmed in advance of offering to the new employee.

Asset Management

I. Bank Statements & Reconciliations

A. BANK RECONCILIATIONS

Bank reconciliations for all Aspire bank accounts are performed on a monthly basis by the Accounting staff. They are reviewed by either the Assistant Controller or Controller. Outstanding check lists are provided for each account in the reconciliation including a list of payroll checks for applicable accounts. The list of outstanding checks for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. Phone calls and emails to vendors with outstanding checks are made typically after an item becomes 90 days old. The list of outstanding checks for payroll are sent to the payroll staff monthly for follow up. Phone calls and emails again are typically done after the item is 90 days old.

Reporting of unclaimed vendor or employee expense checks is performed after the check becomes 3 years old from the end of a given fiscal year. These items are reported to the California State Controller's Office on an annual basis. Unclaimed payroll checks are reported to the California State Controller's Office once the check becomes 1 year old from the end of a given fiscal year. Unclaimed payroll checks are reported on an annual basis.

II. Cash Management

A. CASH MONITORING

Day to day monitoring of cash balances within Aspire's bank accounts is managed by the Assistant Controller and overseen by the Controller and CFO. The main day to day operational bank accounts of Aspire for receipts and payments include:

- Wells Fargo California Checking account
- Wells Fargo Tennessee Checking account
- Umpqua California account (deposits only)

In addition, each school site has at least one bank account for specific school site receipts and payments (refer to school site ledger section).

On at least a weekly basis, the staff accountant or Assistant Controller prepares a summary cash position for the main bank accounts together with any cash balances within Government Money Market Funds and Treasury Bills (refer to Investment Policy Statement section). Based upon the cash projection for the week and month, including the timing of accounts payable, payroll and receipts, the Assistant Controller will recommend amounts to move to or from the Wells Fargo California Checking account. This is reviewed by the Controller, and if approved, cash transfers will be initiated and approved from within the Well Fargo CEO portal or Umpqua banking portal. Wire transfers are initiated within Umpqua by the staff accountant and approved and released by the Controller, Director of Finance or CFO. Cash transfers to or from the Government Money Market Funds are executed by the Controller, Director of Finance or CFO upon approval by the CFO. The Government Money Market Funds are accessed through the Wells Fargo CEO portal and cash transfers are restricted to only flow to and from the Wells Fargo California checking account.

Refer to the following sections for more specific cash receipts and payment processes:

- Cash Receipts & Deposits
- School Site Deposit Process
- Invoice Approval & Processing
- Cash Disbursements & Wire Transfers
- Petty Cash

B. BANK SIGNATORIES

The CEO, CFO and COO are authorized bank signatories. Limits of authority are set out in the Authorized Approvers & Authorization Limits section within the fiscal control policies.

C. ONLINE BANK ACCESS

Access to the Wells Fargo CEO and Umpqua portals is controlled by the Controller, Director of Finance and CFO. No other roles have access to administration. All transactions within the Wells Fargo CEO and Umpqua portals (with the exception of Government Money Market Fund transfers) require dual custody, meaning that no one individual can enter and approve a transaction or add/edit services to a user profile without the review and approval of another. Access to the Government Money Market Fund transfers is restricted to the CFO, Controller and Director of Finance.

III. Investment Policy

A. SCOPE

This policy applies to those state and private funds of Aspire Public Schools that may be used for any purpose and are defined by an unrestricted resource code under the general ledger chart of accounts. It also applies to restricted private donor funds which are not limited from investing (hereinafter "Cash"). Cash *excludes* all 2015 and 2016 Bond proceeds, which are not investable. The purpose of this policy is to set forth guidelines for the investment of the Cash. This policy also defines how decisions regarding the management and investment of Cash shall be made.

B. ROLES AND RESPONSIBILITIES

Aspire Public Schools' Board of Directors has delegated the authority to invest or reinvest Cash of Aspire, and to manage Aspire's investments, to the Chief Financial Officer ("CFO"). The CFO or Controller shall be responsible for communicating this policy to brokers and investment advisory firms. The CFO or Controller shall also be responsible for executing transactions, authorizing specific investment instruments and managing liquidity in accordance with this policy. The Board of Directors shall not approve the purchase or sale of specific investments and shall not make decisions regarding the management of Aspire's investments. The CFO or Controller will be responsible for reporting the investment performance, account balance and asset allocation to the Board of Directors at least quarterly in conjunction with the Board of Directors' review of financial statements. Such report shall include information necessary for the Board of Directors to review the investment portfolio, review the practices and procedures of the CFO, and review whether the investments comply with the Investment Policy Statement and whether Aspire has adequate funds to meet its obligations. The Controller is also responsible for monitoring the available Cash to be invested. This will be done by calculating quarterly the funds received by the state or private donors that is restricted by purpose, and in the case of private donor funds is also restricted from investing (hereinafter "Restricted Cash"). The Restricted Cash balance will be maintained in the Aspire checking accounts over the course of the following quarter, and adjusted for any significant Restricted Cash received or expended. Any additional money will be treated as Cash available to invest.

C. INVESTMENT PHILOSOPHY

This policy establishes the underlying goals of Aspire Public School's investment strategies and identifies the types of investment vehicles eligible for company investment. Goals of investment instruments are in priority order:

1. Protect and Preserve Principal – minimize the probability of a loss of principal value.
2. Provide appropriate level of liquidity for Aspire's cash needs by ensuring that an adequate allocation of cash equivalent securities is maintained and that the other investments can be readily converted into cash if necessary
3. Earn a suitable amount of interest income considering the objectives of preserving principal, liquidity and prevailing market conditions.

In order to achieve these objectives the portfolio will approximately match the anticipated cash needs.

D. INVESTMENT PORTFOLIOS

Aspire Public School's Cash and investments are grouped into two categories: Operating Cash and Core Cash.

General Maturity Parameters:

1. Operating Cash:
 - Provides short-term liquidity for day-to-day operating needs. The maximum maturity of any security shall not exceed 1 month. The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days.
2. Core Cash:
 - Provides a buffer of short-term liquid securities, readily convertible to cash. The maximum maturity of any security shall not exceed 1 year and the weighted-average portfolio maturity shall not exceed 9 months. The core cash portfolio will represent the remainder of cash not invested in the Operating Cash Portfolio.

E. DIVERSIFICATION PARAMETERS

It is the policy of Aspire Public Schools to maintain appropriate asset diversification. To adhere to this policy the investments shall be diversified by:

1. Limiting investments to overconcentration in securities from a specific issuer or business sector (excluding U.S. Treasuries/Securities)
2. Limiting investments in securities that have higher credit risk
3. Investing in securities with varying maturities
4. Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations

F. ELIGIBLE INVESTMENTS

The following is a list of authorized security types. However, a particular investment being listed as authorized is necessary but not sufficient criterion to make it an appropriate investment. Each individual investment should be assessed within the context of the current market environment to determine if it adheres to policy objectives:

1. U.S. Treasury Obligations
2. U.S. Agencies and Government Sponsored Enterprises
3. Government Money Market Funds

G. INVESTMENT ALLOCATION MATRIX

Investment Type	Quality Criteria	Maturity Limit	Asset Class Limits	Issuer Limits	Eligible Investment Portfolio
U.S. Treasury Obligations	Full Faith and Credit of U.S.	Up to 12 Months	100% of Portfolio	Unlimited	Operating, Core
U.S. Agencies and Government Sponsored Enterprises	S&P >= AA-/A-1+ Moody's >= Aa3/P-1 Fitch >= AA-/F1+	Up to 12 Months	100% of Portfolio	Up to 40% of Portfolio	Operating, Core
Government Money Market Funds	S&P >= AAAM Moody's >= Aaa-mf Fitch >= AAAMmf	N/A	100% of Portfolio	50% of Portfolio and up to 3% of Money Market Fund assets	Operating, Core

Should any of the investments become out of variance based on the tolerance levels or limits noted above, timely communication will be made to the CFO in order to resolve the discrepancy.

H. DELEGATION AND AUTHORIZATION

Authority to manage Aspire Public School's investment program is delegated to the CFO, who shall be responsible for managing all investment transactions and may delegate ministerial functions, such as initiating investment transactions approved by the CFO, to qualified Aspire staff. The titles of individuals currently fulfilling the following positions are authorized to initiate transactions on behalf of Aspire Public Schools: CFO, Controller and Director of Finance.

I. ADVISOR – BROKER RELATIONSHIP

The CFO shall choose investment advisory firms and brokers involved in Aspire Public Schools' investment program after reviewing options presented by the Controller. The Controller shall administer the program and maintain relationships with advisory and brokerage firms. Such firms shall work through the Controller for managing individual investment vehicles and communicating with Aspire Public Schools.

J. INVESTMENT POLICY EXCEPTION

All exceptions to this policy will require approval by the CFO.

Exceptions may include the following circumstances:

1. A permitted security will have a minimum of two of the three required ratings from Standard & Poor's, Moody's or Fitch. If a purchased security falls below the minimum rating requirement, the security will be reviewed by the CFO.
2. A security with a single rating may be purchased if it meets the minimum ratings criteria. Securities with two or more ratings are acceptable if at least one rating meets the minimum ratings criteria set forth herein.
3. Security and portfolio allocation limits will be determined at the time of purchase. If an asset class surpasses the appropriate allocation limit due to changes in the overall portfolio, the CFO shall be notified and will review the portfolio to determine if any course of action is necessary.

K. OPERATING COVENANTS CONSIDERATION

It is the intention of Aspire Public Schools to comply with both its banking and annual 2015 and 2016 bond covenants. The implementation of this investment policy will consider the impact of those covenants and any future covenants before an investment transaction is authorized.

L. INVESTMENT POLICY REVIEW

The CFO will regularly review and modify the terms of this Investment Policy Statement as the CFO deems necessary. Prior to any changes being implemented, the CFO shall present this Investment Policy Statement to the Board of Directors for review. The CFO shall present this Investment Policy Statement to the Board of Directors for review at least annually. The Board of Directors shall review the Investment Policy Statement and recommendations of the CFO on revisions to it, but shall not take any action or direct the CFO to take any action with regard to Aspire's investment policies, or otherwise formulate or approve any of Aspire's investment policies.

M. INVESTMENT POLICY APPROVAL

The Investment Policy Statement was reviewed and most recently approved by the Aspire Public Schools CFO on June 12, 2018, and reviewed by the Board of Directors on June 21, 2018.

OPERATING PROCEDURE REGARDING INVESTMENTS

This is a supplemental page on operational procedures for our investment policy is not a part of the policy:

1. On a weekly basis, the Assistant Controller prepares a Cash analysis of all cash held in CA and TN checking accounts as well as the balances in the Securities account.
2. In the cash analysis, there will be three checks for compliance in regards to the policy:
 - a. To ensure we meet our Restricted Cash balance requirement
 - b. To ensure we meet our Operating Cash balance requirement
 - c. To ensure we meet the issuer limits requirement for each of our investments
3. Restricted Cash Balance Requirement: Restricted Cash is identified by using specific resource codes under the general ledger chart of accounts. On a quarterly basis (3/31, 6/30, 9/30, 12/31), a trial balance of all cash and investment codes is analyzed to identify all positive Restricted Cash balances (sometimes a restricted resource code can be negative, or overspent, due to timing in receipt of funds). The total amount of

all the positive Restricted Cash codes at the end of a given quarter will be the amount of cash we must maintain within our checking accounts for the upcoming quarter. Unless there are significant Restricted Cash funds received or expended during a quarter, we will not modify the Restricted Cash balance to be maintained during the quarter.

- a. Due to changes of cash flow during each quarter, cash balances in checking accounts will be analyzed on a weekly basis to ensure we meet our Restrict Cash balance requirement for the quarter. Funds will be moved to and from the investment and checking accounts to ensure compliance.
4. Operating Cash Requirement: The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days. We must keep sufficient liquidity to meet this requirement. Cash in our checking account combined with securities maturing over the next 30 days will used to calculate Operating Cash.
 5. In order to maximize the available Cash to be invested, the Finance team must ensure it is spending Restricted Cash throughout the course of a year (Historically, we have waited until year end to spend certain funding). The Assistant Controller and Director of Finance are responsible for coordinating the spending of Restricted Funds throughout the year.
 - a. EPA and SB 740 Funding are examples of two types of Restricted Cash resources that we need to begin allocating expenses for throughout the year
 - b. Pyramid Peak funds in TN will also need to be analyzed quarterly to ensure we are spending them down in a timely fashion
 - c. Resource 7338 (College Readiness Grant) and Resource 6264 (Educator Effectiveness Grant) will be spent down throughout FY17/18.

IV. School Site Ledgers

A. SCHOOL SITE CHECKING ACCOUNTS

Aspire has created one checking account for each school it operates and has opened three additional checking accounts at schools to support Student Body groups, Field Trip fundraising, and other Development teams. Each school site checking account is monitored on a weekly basis by the Accounting team to manage cash balances and sweep any excess funds deposited to the school's general fund.

The School Site Checking accounts are to be utilized by the school sites for making deposits of donations or fundraising proceeds and to issue checks for the expenditures less than \$250. Office Managers/Business Managers are responsible to keep support documents and maintain the ledger up to date by using the [Online School Ledgers](#).

Deposits: Deposits must be made at least once a week. Prior to deposits, Office Managers/Business Managers should make copies the checks. Copies of checks are kept at the school for internal financial records. The [Deposits Summary Sheet](#) must be filled with deposits breakdown and check/cash count and verified by two personnel including Office Managers/Business Managers.

Mealtime payment should not be deposited to school site account. It should be deposited to Aspire’s main checking account and all backup documents should be sent to Home Office by courier.

In cases where a parent has written a bad check repeatedly, a School may request other form of payment using the [NSF Check Letter](#).

Check Payments: Check payments are limited to \$250 per check. Writing multiple checks to pay for expenses greater than \$250 is prohibited. Office Managers/Business Managers must obtain an invoice or receipt to write a check. Where invoices or receipts cannot be obtained, appropriate detail documenting the expense should be supplied. A Principal is the sole signer of checks. In absence of a Principal, the Area Superintendent may appoint an Interim Principal or other authorized person to sign checks.

Online School Ledgers: Within 5 business days of the transactions, [Online School Ledgers](#) must be updated with applicable documents uploaded. Coding and procedures are available [here](#).

V. Nutrition Application Collections & Payment Procedures

A. APPLICATIONS & ELIGIBILITY

1. The school distributes an application with “Food Service Policy” to all households. Every household is encouraged to return it to designated school personnel as soon as possible within the first week of school.

2. School personnel verify that applications are complete and send completed applications to Aspire FS main office **same day** of receipt from a household.

3. The Aspire FSA determines the eligibility of students by inputting data from the completed household Free and Reduced applications into Mealtime Applications Software which has the state's 2017-2018 eligibility scale. The Aspire FS sends notifications of eligibility the appropriate households and ensure that eligibility is reflected in the school's MealTime system.

4. The Aspire FSA selects the required number of households to verify income and sends "Names of Selection for Verification" to the school, and mail notifications to the appropriate household. If a household does not respond within a week of verification deadline, the school personnel contact the household and documents that contact. The school sends all household responses and documented contacts to the Aspire FS before the verification deadline.

a) *If household has responded before the deadline*, the Aspire FSA sends a "Notification of Eligibility" to the household and ensures that eligibility is reflected in the school's MealTime system.

b) *If the household does not respond before the deadline*, the Aspire FSA sends a "Notification of Denied Benefits" to the household and ensures that the school's MealTime system reflects a "paid" eligibility for all students from the household. If the unresponsive household wishes to re-apply, the Aspire FS requires any **new application to be accompanied with the documentation requested during the verification time period.**

B. PAYMENTS/CHARGES

1. Payments are collected in the school front office by the Office Manager/Assistant, Cafeteria Manager, or online. Payments can be made by students or parents on a daily, weekly, or monthly basis. Notification is given via phone or mail to accounts that have hit their charge limit, so identification is not made in the service line. Each student is allowed to charge up to 3 meals. Once a student accumulates 3 charged meals on an account, the Paid student can no longer be served without prepayment. Billing Statements will go out once a week. If payments are continually late, charging privileges are terminated and prepayment is required.

2. The money received is counted by the cafeteria manager daily. At the end of each week the office manager deposits the money into the bank. All records are sent

to a home office. The home office accounting department reconciles the deposited money.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NOTE: The only protected classes covered under the Child Nutrition Programs are race, color, national origin, sex, age, or disability. – U.S. Department of Agriculture Letter, May 24, 2013

VI. Fixed Assets

A. PURPOSE AND OVERVIEW

Aspire Public Schools utilizes Sage FAS Depreciation 2017.1 accounting software to record, track, and report on all fixed assets. All fixed assets will be tagged, recorded, tracked, and reported by the Accountant at the Home Office in Oakland. Examples of fixed assets include but are not limited to: land, buildings, vehicles, equipment, and furniture. Having a tracking system such as Sage FAS Depreciation benefits Aspire Public Schools because it:

- Provides Aspire with a system to value, track, and report items with significant value for accounting purposes. It helps also in meeting State and Federal Account requirements.
- Assists in providing useful information for Risk Management/Insurance purposes.
- Easy use in identifying assets and yearly inventory processes.

B. DEFINITION

Aspire Public Schools defines a fixed asset as an item, tangible in nature, with a per unit value of \$5,000 or greater, and having a useful life in excess of one year. Fixed assets are acquired by purchase, through construction, or donation. One exception to the per unit value rule is furniture and equipment. Bulk furniture (Object code 9443) and equipment (Object code 9444) purchases greater than \$5,000 should be capitalized as its useful life is typically around 7 years or greater.

The use of fixed asset is synonymous with the term capital asset.

C. ACQUISITION

Typically, transactions that become fixed assets are initiated by a purchaser (who requests a purchase through a PO) and authorized by a principal or a manager. The asset goes through the AP process and is posted into the general ledger. Other projects initiated by the school sites or Facility Manager can be capitalized as well as long as it meets the per unit value requirement of \$5,000. It is not uncommon for Aspire to receive an asset donation and in this situation the asset will be recorded

with a journal entry by the Accountant at the Home Office. Donated fixed assets to the organization will require a letter or other documentation stating specific details such as value and description of the particular asset. Routinely, the Accountant reviews all general ledger transactions for items coded to the fixed asset accounts and items that may be miscoded to an expense account. The Accountant also meets regularly with the Facilities Manager to discuss updates on projects ongoing at school sites (Refer to the “Fixed Assets Additions-Disposals” job aide for more details on procedures for acquisitions of assets).

D. TRACKING OF FIXED ASSETS

The Accountant at the Home Office is responsible for ensuring all fixed assets are tagged, recorded, tracked, and reported on. Routinely, the Accountant reviews the general ledger to identify fixed assets. Once an asset has been identified, the owner of the PO for the asset purchase will be contacted and notified that the asset will need to be tagged.

Within the Sage FAS Depreciation module, the Accountant is responsible for creating an active asset in the system and entering all applicable information. Typical information to be entered in the new asset created should be:

- Aspire Inventory tag number
- Acquisition date
- Description
- Account codes (Asset and accumulated depreciation account codes)
- Location
- Vendor/manufacturer
- Serial number (if applicable)
- Site/department
- Invoice number
- Quantity and total cost
- Useful life of asset

E. TAGGING FIXED ASSETS

Tagging of a fixed asset will be facilitated by the Accountant. If the Accountant is not available to tag an asset, the tagging should be done by an IT member or School Administrator. Tags will be provided by the Accountant and a photo of the tagged item

should be sent to the Accountant if he/she is not present in the tagging of the asset. A tag should be placed on the item(s) within two weeks of the acquisition.

Tags are used to more closely identify the asset and are very important to its proper disposal or transfer. Not every asset that is recorded is given an asset tag.

Examples of assets that are not to be tagged:

- Building/leasehold improvements
- Software
- Other intangible assets (land)

Examples of assets that are to be tagged:

- Computer equipment (servers, wireless networking equip.)
- Furniture
- Other equipment (storage containers, telephone systems, projectors)

It is critical for assets to be tagged properly so the tag will stay on for life of the asset. If tags do become detached or unreadable for any reason, the Accountant at the Home Office should be notified immediately and the tagged to then replaced with a new one.

It is the responsibility of the Accountant to meet annually with IT Regional Managers to review computer hardware and software related items. The purpose of this meeting is to receive a current status on all equipment to make sure disposals or transfer occur on timely basis.

F. DEPRECIATION

Depreciation calculations shall be executed in the Sage FAS Depreciation system once a month by the Accountant during the month-end closing process. The Accountant then prepares the entry into MIP (Accounting system) to record the depreciation amounts. Depreciation amounts are calculated based on the total value of the asset and the useful life. They are calculated on the straight-line method. Once all acquisitions for the month have been recorded in FAS system, the Accountant shall run the depreciation.

The useful lives of typical Aspire assets are as follows:

Asset Class	Example:	Useful Life (Years)
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Buildings	Classrooms/Gyms	30
Building Improvements	HVAC, Plumbing, Electrical, Flooring, Painting	10-15
Leasehold Improvements	HVAC, Plumbing, Electrical, Flooring, Painting	10-15 or the remaining life of lease, whichever is shorter
Computer Equipment	Servers and hardware	3-5
Custodial Equipment	Floor scrubbers and polisher	5-10
Outdoor Equipment	Playground equipment, pumps	10-15
Furniture	Desks, chairs, cabinets, storage, etc	5-7
Computer Software	Admin and Instruction	3-5

G. PROPERTY DISPOSAL

If an item asset reaches its “end-of-useful-life” (as determined by a Director or Principal), the items will be classified as obsolete and disposed of. When an item is determined to be obsolete, it is extremely important to take note of the tag number associated with it. This tag number is to be immediately reported to the Accountant at the Home Office once the asset has been disposed of. If the item does not have a tag number a description of the items being disposed shall be reported the Accountant to determine whether a disposal entry is needed.

There are situations where schools may be leaving a location and moving on to a new one. In these cases, the Accountant will be in close contact with the Office Manager at the schools location on the transfer, disposal, or sale of the schools assets.

H. PHYSICAL INVENTORY

A physical inventory is necessary for accountability and control. It confirms the reliability that can be placed on the fixed asset accounting system by verifying the actual existence of items represented by the fixed asset records. At least annually, the Accountant at the Home Office will be responsible for coordinating an inventory check up with each school site. The schools will need to go through and see that all assets that have been tagged still have a tag and if they see tags that need to be replaced, the Accountant shall provide them with new tags. All information will be reported to the Accountant at the Home Office and all necessary updates will be performed.

I. THEFT OR LOSSES

Upon discover of theft/loss or damage to school property, the campus or department must report to the Controller or Accountant at the Home Office. It is extremely important for a report to be made on the situation so that proper insurance claims can be filed in a timely matter. If applicable, a police report should be made and a copy of that report be submitted to the Controller. The claim shall be filed by the Controller with our insurance company CharterSafe.

VII. Insurance

A. Aspire Public Schools maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:

1. Directors & Officers Liability
2. Employment Practices Liability
3. Fiduciary Liability
4. General Liability
5. Employee Benefits Liability
6. Educator's Legal Liability
7. Sexual Abuse Liability
8. Law Enforcement Activities Liability
9. Automobile
10. Excess Reinsurance
11. Crime/Employee Dishonesty
12. Property
13. Pollution Liability
14. Terrorism Liability
15. Student Accident
16. Cyber Liability
17. Employers Liability
18. Workers' Compensation

B. The Board of Directors, supported by the Chief Financial Officer and Chief Executive Officer, will periodically review Aspire Public Schools insurance coverage and may add or eliminate policies from time to time.

Aspire Public Schools requires proof of adequate insurance coverage from all prospective contractors.

C. The Chief Financial Officer (CFO) is responsible for procuring annual renewals with Aspire Public Schools' insurance broker. Following communication of relevant budget information, quotes for renewal will be procured by the CFO in advance of a policy's expiration and presented to the Board of Director's for review and approval.

VIII. External Debt & Line of Credit

A. OVERVIEW

Aspire's current debt and borrowings have taken four primary forms to date:

1. Short-term line of credit borrowing (3-6 months)
2. Medium-term working capital borrowing (1-4 years)
3. Long-term notes (5-10 years)
4. Long-term debt (> 20 years)

B. INITIATING & AUTHORIZING

The initiation of new debt differs based on the type of need that is being financed. All new debt regardless of length must be approved by the Board of Directors. This includes the implementation and renewal of a line of credit.

Prior to securing any type of debt on a school site, the applicable charter authorizer must be notified in writing.

The need for short-term working capital is determined by doing monthly cash forecast of inflows and outflows and then securing a line of credit that is sufficient to meet our needs while providing a buffer to allow for delays in inflows or unplanned material outflows. In addition, Aspire is very focused on ensuring that cash does not cross "state" lines meaning that public revenue generated by CA schools are not used for TN school operations, and vice versa. Aspire manages its cash so that public revenue generated for each specific school is not used for any other school. The Controller and the Assistant Controller work closely with the Financial Analysts to create the cash

projections for each school. If a cash shortfall is anticipated for a school, the Assistant Controller or Controller will present a recommendation with the amount to draw on the line of credit for the CFO to approve. Similarly, based upon the cash projections, the Assistant Controller or Controller will present a recommendation to repay amounts on the line of credit for the CFO to approve.

The initiation of medium-term working capital borrowing is initiated by the CFO upon approval from the Board. The purpose for medium-term borrowing is to provide capital for growth of new schools.

Aspire has used long-term debt to finance facilities. To date, Aspire has issued bonds on four occasions to finance the construction of thirteen school sites:

1. 2001: Bonds were issued to finance the construction of Aspire Lionel Wilson College Preparatory Academy; these bonds were retired as part of the 2010 bond issue described below
2. 2002: Bonds were issued to finance the construction of Aspire River Oaks Charter School and Aspire Ben Holt College Preparatory Academy; these bonds were retired in 2005 with the proceeds of Certificates of Participation that were issued on our behalf by Lodi Unified School District. In 2015 Aspire paid down the COPs by issuing a new bond (2015 series). This bond also funded the capital expansion for a new school, Aspire Ben Holt Middle School.
3. 2010: Bonds were issued to finance the permanent homes of 10 Aspire schools:
 - a. Aspire Lionel Wilson College Preparatory Academy (refinanced the 2001 bonds as described below)
 - b. Aspire Titan Academy (purchased the facility that was under a long-term lease with PCSD)
 - c. Aspire Junior Collegiate Academy (purchased the facility that was under a long-term lease with PCSD)
 - d. Aspire Alexander Twilight College Preparatory Academy (purchased the facility that was under a long-term lease with PCSD)
 - e. Aspire Alexander Twilight Secondary Academy (opened in 2010)
 - f. Aspire Langston Hughes Academy (opened in 2010)
 - g. Aspire Port City Academy (opened in 2010)
 - h. Aspire Golden State College Preparatory Academy (opened in 2011)
 - i. Aspire East Palo Alto Phoenix Academy (opened in 2011)
 - j. Aspire Pacific Academy (opened in 2010)

4. 2015: Bonds were issued to buyout the Lodi Capital lease and finance the permanent homes of 3 Aspire schools:
 - a. Aspire Ben Holt College Preparatory Academy
 - b. Aspire River Oaks Charter School
 - c. Aspire Benjamin Holt Middle School

The 2010 Bonds were refunded in 2016. A new bond was issued in 2016 (Debt is held by College for Certain Inc).

Once the need for long-term financing is identified, the CFO works with a team of lawyers, underwriters, financial advisors and bond trustees to determine whether the financing terms are affordable for the site. Aspire's Board approves all bond-related documents prior to them being signed.

Similarly, the state construction bond programs (Props 47, 55 and 1D) are opportunities for us to finance new facilities. The programs require a detailed application that includes information on the desired area to build, the size of the school and the general demographics in the community where we plan to open the school. The programs are structured such that 50% of the total award amount is in the form of a grant and 50% is paid back to the state over 30 years. All documents are approved by the Aspire Board before signing.

C. RECORDING & PROCESSING

When new debt is incurred, a copy of the loan terms is provided to the Staff Accountant or Assistant Controller to be recorded in MIP. An amortization schedule is created in our monthly reconciliation process to ensure that we are recording the proper balances in the proper categories (e.g. long-term vs. short-term and interest vs. principle). In overview, when debt is taken out, cash is debited and the related debt accounts are credited and vice versa when payments are made.

Payments made on debt take various forms:

- The Charter School Growth Fund payments on \$1M loan will be made on the due dates; interest payments are due annually, and principal payments are due in 2016 & 2017
- Payments on the 2015 and 2016 bond series are withheld from our state apportionment prior to us receiving the funds.
- Prop 47 and 55 interest payments are made on a semi-annual basis and principal payments are made annually.

D. RECONCILING & REPORTING

Each month, our close process ensures that the proper balances are recorded for each debt instrument. This is done by comparing the balances in the short- and long-term accounts against the amortization schedules. The close schedules are prepared by the Assistant Controller and reviewed by the Controller or CFO.

IX. Intra-Organizational Loan Policy

A. BACKGROUND

The Board of Directors of Aspire Public Schools (the “Board”), which operates California and Tennessee charter schools, is committed to safeguarding the organization’s assets and ensuring compliance with all applicable state and federal laws and regulations regarding the use of its funds. To provide an accurate and auditable record of all financial transactions, the books, records, and accounts of Aspire Public Schools and each of its charter schools are maintained in conformity with generally accepted accounting principles (GAAP) as applicable to charter schools. Aspire Public Schools uses accounting methods that track the sources and uses of Aspire’s and each school’s funds and Aspire Public Schools does not commingle, i.e. blend, funds.

Charter schools depend on government funding, and from time to time Aspire Public Schools and its charter schools may experience funding shortfalls, government revenue reductions, unexpected cash flow needs, or funding deferrals that may cause cash shortages. The Board hereby adopts this Policy so that resources can be allocated from within the organization’s charter school network and national office to ensure uninterrupted educational services and to safeguard against funding shortfalls. If a school, national or regional office does not have sufficient funds, Aspire Public Schools may, with Board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the national office and/or a regional office. This type of interfund transaction is referred to herein as an “intra-organizational loan”. The purpose of this Policy is to ensure such loan transactions and balances, and the origin, source and use of the loan funds, are transparent, auditable, accountable and approved in writing.

The use of intra-organizational loans from one charter school to another charter school and/or the national office and/or a regional office operated by the same nonprofit public benefit corporation has been deemed appropriate by the California Fiscal Crisis and Management

Assistance Team (“FCMAT”) in its Charter School Accounting and Best Practices Manual published in 2017: “If a school or central office does not have sufficient funds, the CFO may, with board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the central office. As long as funds are not blended (i.e., as long as their identity, origin and source remain known and identifiable), loans between charter schools and school sites, interfund, interschool, interdepartment, or intra-organization loans, or due-to/from receivable/payable transactions are allowable.” Likewise, according to the legal counsel for the California State Auditor: “a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds.”

B. POLICY STATEMENT

Consistent with FCMAT’s and the State Auditor’s guidance, this Policy permits intra-organizational loans from an Aspire Public Schools charter school that has surplus funds to another Aspire Public Schools charter school and/or the national office and/or a regional office so long as such loans adhere to the procedures set forth herein.

This Policy does not permit any loans to third parties, and does not apply to regular interfund transactions in the ordinary course of business between an Aspire Public Schools school’s account and the Aspire Public Schools operating account, such as for reimbursement of cash disbursements made to vendors on a school’s behalf or payment of payroll and benefits. As set forth in Aspire Public Schools’ fiscal policies and procedures, regular interfund transactions are presented on the financial statements as interfund receivables or interfund payables based on the net account balance. In addition, Aspire Public Schools prohibits commingling funds to such an extent that the funds become blended. For purposes of this policy, blending means that the identity, origin, and source of the funds are lost or unidentifiable.

C. PROCEDURES

The Chief Financial Officer (“CFO”) of Aspire Public Schools or designee shall monitor Aspire Public Schools cash balances regularly. When there may be a need for funds at a school, the national office or a regional office, the CFO should assess the reserve funds available for all charter schools as well as the national and regional offices. If a school, national or regional office does not have sufficient funds, the CFO may seek Board approval to make a temporary intra-organizational loan.

All intra-organizational loans must be approved by the Board or designee and documented pursuant to an Intra-organizational Loan Agreement, which shall identify the “lender” and “borrower” accounts and include such terms as the loan amount, repayment period and repayment method (e.g., monthly or quarterly), and a determination that the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The CFO or designee shall ensure the balance of each intra-organizational loan and the origin, source, and use the funds are clear, open, auditable, and accountable. The CFO shall report to the Board as needed on the financial condition of the borrower and lender accounts, amounts outstanding, and anticipated repayment dates.

Specific protocols:

- A schools shall only be able to loan money to another school, the national office or a regional office, such that it has sufficient unrestricted cash reserves to meet its ongoing operating needs.
- At the beginning of each fiscal year and quarter, the CFO, Director of Finance and Controller shall review each school’s reserve balance and school cash reserve to identify those schools with sufficient cash balance to loan to another school, and those potential schools in need of funds.
- Each intra-organizational receivable and payable account by school, national office or regional office should be reconciled and reviewed monthly by the 15th following the month end close date.
- At the end of the fiscal year, intra-organizational receivable and payables should be reviewed to determine which accounts may be settled. Any intra-organizational receivables and payables not settled by June 30th of any year should be converted to intra-organizational loan agreements that include interest rate, repayment period, repayment frequency and duration. Agreements should be put in place no later than November 30th of each year following the fiscal year end.
- The interest rate included within the intra-organizational loan agreements is based upon the rate of interest a school with excess funds would earn in Aspire’s selected Government Money Market Funds per its Investment Policy. The interest rate will be set at the beginning of each fiscal year and quarter based upon the actual Government Money Market Fund rates.
- Each year, by November 30th any intra-organizational loan agreements and related documents shall be presented and approved by the Board for the preceding fiscal year end.

INTRA-ORGANIZATION LOAN AGREEMENT TEMPLATE

\$_____ (AMOUNT) _____ (DATE)

FOR VALUE RECEIVED, the undersigned, (the “Maker”), hereby promises to pay to the order of _____ (NAME) (“Payee”), the principal sum of \$_____ pursuant to the terms and conditions set forth herein.

PAYMENT OF PRINCIPAL. The principal amount of this intra-organizational agreement (Agreement) and any accrued but unpaid interest shall be due and payable in _____ (NUMBER OF PAYMENTS) (CIRCLE ONE: equal monthly installments / equal quarterly installments / payments as described below) beginning _____ (DATE OF FIRST PAYMENT).

All payments under this Agreement shall be applied first to accrued but unpaid interest, and next to outstanding principal. If not paid sooner, the entire remaining indebtedness (including accrued interest) shall be due and payable on _____ (DATE OF FINAL PAYMENT).

INTEREST. This Agreement shall bear interest at _____ (ANNUAL INTEREST RATE) percent.

PREPAYMENT. The Maker shall have the right at any time and from time to time to prepay this Agreement in whole or in part without premium or penalty.

REMEDIES. No delay or omission on part of the holder of this Agreement in exercising any right hereunder shall operate as a waiver of any such right or of any other right of such holder, nor shall any delay, omission or waiver on any one occasion be deemed a bar to or waiver of the same or any other right on any future occasion. The rights and remedies of the Payee shall be cumulative and may be pursued singly, successively, or together, at the sole discretion of the Payee.

STATE DEFERRAL OF REVENUES. If the Maker’s state apportionment revenue is subject to payment deferral by order of statute, then the Maker may defer payment to the Payee with no penalty incurred until the Maker receives said deferred funds.

EVENTS OF ACCELERATION. The occurrence of any of the following shall constitute an Event of Acceleration by Maker under this Agreement:

- (a) Maker’s failure to pay any part of the principal or interest as and when due under this Agreement unless due to state deferrals; or
- (b) Maker’s becoming insolvent or not paying its debts as they become due.

ACCELERATION. Upon the occurrence of an Event of Acceleration under this Agreement, and in addition to any other rights and remedies that Payee may have, Payee shall have the right, at its sole and exclusive option, to declare the entire remaining amount due under this Agreement to be due and payable immediately.

SUBORDINATION. The Maker’s obligations under this promissory Agreement are subordinated to all indebtedness, if any, of Maker, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness.

WAIVERS BY MAKER. All parties to this Agreement, including the Maker and any sureties, endorsers, and guarantors, hereby waive protest, presentment, notice of dishonor, and notice of acceleration of maturity, and agree to continue to remain bound for the payment of

principal, interest and all other sums due under this Agreement, notwithstanding any change or changes by way of release, surrender, exchange, modification or substitution of any security for this Agreement or by way of any extension or extensions of time for the payment of principal and interest; and all such parties waive all and every kind of notice of such change or changes and agree that the same may be made without notice or consent of any of them.

EXPENSES. In the event any payment under this Agreement is not paid when due, the Maker agrees to pay, in addition to the principal and interest hereunder, reasonable attorneys' fees not exceeding a sum equal to 15% of the then outstanding balance owed on the Agreement, plus all other reasonable expenses incurred by the Payee in exercising any of its rights and remedies upon default.

GOVERNING LAW. This Agreement shall be governed by, and construed in accordance with, the laws of the State of California.

SUCCESSORS. All of the foregoing is the promise of Maker and shall bind Maker and Maker's successors, heirs and assigns; provided, however, that Maker may not assign any of its rights or delegate any of its obligations hereunder without the prior written consent of the holder of this Agreement.

IN WITNESS WHEREOF, Maker has executed this promissory Agreement as of the day and year first above written.

Maker: _____ Payee: _____
(Signature) (Signature)

(Maker's NAME) (Payee's NAME)

Appendix XXI:
The Charter Schools' Student Family Handbook



Aspire River Oaks Charter School

DE LA FAMILIA ESTUDIANTIL ROCS MANUAL

2020-2021

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BIENVENIDA DEL CEO
Estimadas Familias Aspire,

De parte de todos nosotros en las Escuelas Públicas Aspire, ¡bienvenidos al año escolar 2020-2021!

Las Escuelas Públicas de Aspire abrieron nuestras primeras escuelas en el Valle Central en 1999. Durante más de veinte años, Aspire ha tenido el honor de asociarse con familias para garantizar que cada estudiante de Aspire reciba una educación excelente. Desde el primer día, nuestra visión siempre ha sido College for Certain (Universidad por cierto): creemos que cada estudiante debe estar preparado para obtener un título universitario.

De todos nuestros años haciendo este trabajo, este es un año diferente a todos los que hemos experimentado. Los desafíos provocados por la pandemia de COVID-19 no tienen precedentes. Hemos sido y seguiremos siendo llamados a ser resistentes, creativos y flexibles a medida que navegamos juntos. En Aspire, estamos comprometidos a ver esto como una oportunidad para que consideremos cómo perturbar aún más las desigualdades educativas en nuestro sistema. Y estamos continuamente inspirados por la resiliencia y la persistencia de nuestros jóvenes para seguir adelante con sus sueños en medio de profundas interrupciones y desafíos.

Prometemos trabajar duro cada día para preparar a su hijo(a) para un futuro lleno de opciones. Como educadores y como miembros de la familia, somos socios en el trabajo más crítico de dar rienda suelta a la brillantez de sus hijos. Es un honor y un privilegio trabajar junto a usted.

Este año, Aspire servirá a más de 15,000 académicos de Aspire en California. Nuestro objetivo es que todos y cada uno de ellos estén preparados para el éxito en la universidad, la carrera y la vida. Desde el TK hasta el 12° grado, estamos ayudando a los estudiantes a obtener el conocimiento y las habilidades que necesitan para abordar cualquier problema, no solo problemas en una hoja de trabajo o un examen, sino problemas del mundo real que les importan a ellos, a las personas que aman y a las comunidades en las que viven y sirven, tanto ahora como en el futuro.

Ya sea que este sea el primer año de su familia con Aspire o que haya estado con nosotros durante muchos años, queremos que sepa qué tan agradecidos estamos de que usted y sus hijos formen parte de la comunidad de Aspire. ¡Gracias por su colaboración y tengamos un año maravilloso!

Con gratitud,

Mala Batra

Directora Ejecutiva de las Escuelas Públicas Aspire

ASPIRE-WIDE VISION

Todos los estudiantes están preparados para obtener un título universitario.

MISIÓN DE ASPIRE-WIDE

Abrir y operar escuelas chárter pequeñas y de alta calidad en vecindarios de bajos ingresos, para:

- Aumentar el rendimiento académico de los estudiantes desatendidos
- Desarrollar educadores efectivos

- Compartir prácticas exitosas con otros educadores con visión de futuro y
- Catalizar el cambio en público escuelas.

PAUTAS Y NOTIFICACIÓN ANUAL

Este Manual de la familia del estudiante enumera las secciones del Código de educación que requieren una notificación anual a los padres y / o tutores. [*Código de educación § 48980 [a]*]

La ley del estado de California rige el funcionamiento básico de las escuelas públicas y la legislatura aprueba regularmente nuevas leyes que afectan la calidad y disponibilidad de la educación, así como leyes que exigen que los distritos escolares locales asuman nuevas responsabilidades.

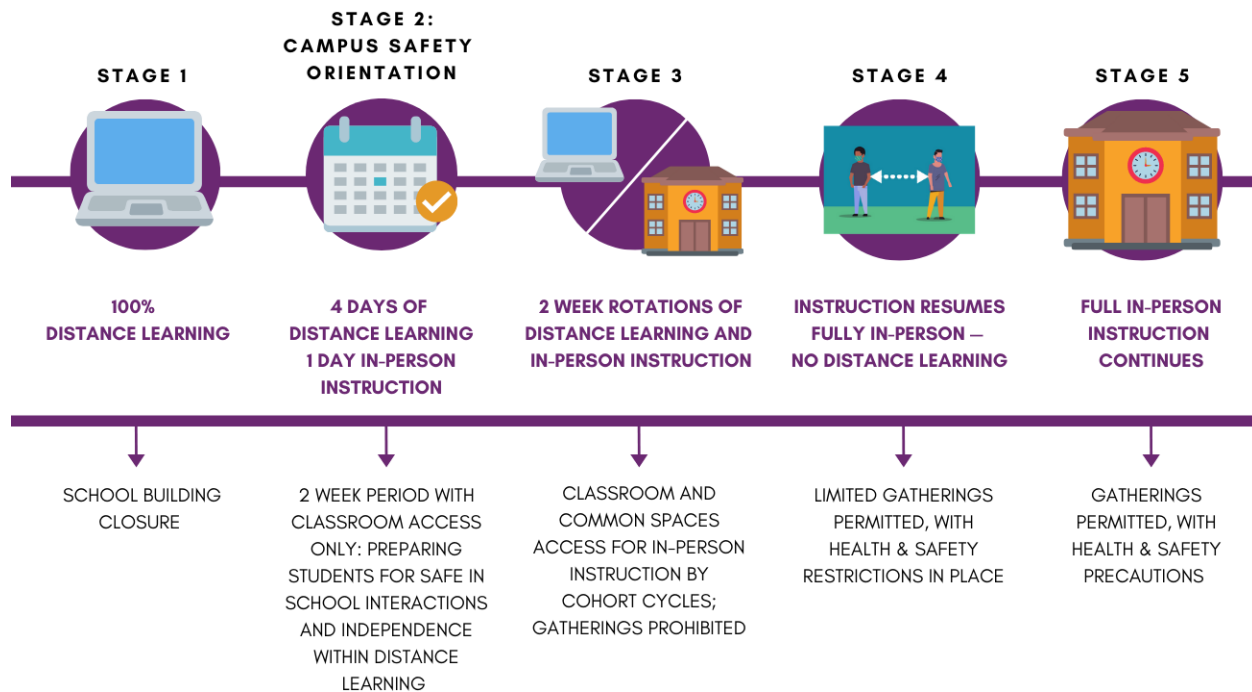
Estas leyes a menudo requieren que Aspire informe adecuadamente a los padres de las oportunidades y protección a las que tienen derecho. Aspire cumple con esto al proporcionar a las familias esta Notificación anual en el Manual de la familia del estudiante al comienzo de cada año escolar y al emitir la misma publicación a las nuevas familias que ingresan a las escuelas Aspire durante el año.

La Notificación Anual adjunta incluye un resumen de las disposiciones de la ley estatal con las que todos los padres y tutores deben estar familiarizados. En algunos casos, se han resumido las leyes y se ha proporcionado el número de código exacto en caso de que los padres requieran información más detallada.

El Manual de la familia del estudiante se publicará anualmente. Todas las familias registradas de las Escuelas Públicas de Aspire indicarán su voluntad de registrarse por el Manual de la familia estudiante firmando anualmente una declaración escrita a tal efecto. La Administración se reserva el derecho de modificar el Manual en cualquier momento por una causa justa. Los padres de los estudiantes de las Escuelas Públicas de Aspire serán notificados de los cambios, por escrito, de manera oportuna.

Descripción general del modelo de reapertura de COVID-19

REOPENING STAGES



2020 - 2021 Aprendizaje a distancia

Es probable que muchos de ustedes estén al tanto del anuncio del gobernador Newsom sobre la apertura de escuelas. Este anuncio incluyó una nueva guía preliminar sobre si las escuelas pueden reabrir sus edificios para la instrucción en persona y cuándo. Dada la orientación actualizada del gobernador Newsom y una próxima Orden Ejecutiva, todas las escuelas Aspire permanecerán en la Etapa 1 - 100% de aprendizaje a distancia - hasta al menos el Trimestre 1. Hay dos razones principales por las que hemos tomado esta decisión:

1. Las nuevas regulaciones estatales para reabrir, aumente significativamente la pista necesaria para que una escuela vuelva a abrir para recibir instrucción en persona. Para considerar la reapertura de los edificios escolares, los condados deben estar fuera de la lista de monitoreo del estado durante dos semanas. Para salir de la lista de monitoreo, los condados deben tener dos semanas de casos en declive. Cuando consideramos el tiempo necesario para notificar al personal y las familias y poner en práctica todos los protocolos de seguridad adecuados necesarios para la instrucción en persona, necesitaremos una pista de ocho semanas desde el momento en que decidimos reabrir los edificios escolares hasta que podamos hacerlo. Dé la bienvenida a los estudiantes al edificio. Extender la ventana hasta el final del trimestre 1 nos da el tiempo que necesitamos.

2. Las nuevas regulaciones estatales establecen una serie de nuevos requisitos para el distanciamiento físico, el uso de cubiertas faciales, las pruebas para el personal y más. Necesitamos tiempo para revisar, comprender, compartir y capacitar sobre estos requisitos, y no creemos que podamos hacerlo de manera segura y completa a tiempo para abrir escuelas después del Día del Trabajo.

Reconocemos que esta noticia puede venir con emociones encontradas por parte de nuestras familias y académicos. Si bien estamos seguros de que esto es lo mejor para la salud y seguridad de nuestras comunidades, reconocemos la gran cantidad de desafíos que plantea la educación a distancia para nuestras familias trabajadoras. Reevaluaremos los datos de salud pública a principios de septiembre para determinar si podemos o no reabrir nuestros edificios escolares de manera segura para recibir instrucción en persona a partir de octubre. Es nuestra esperanza maximizar el aprendizaje en persona tanto como sea posible, pero solo daremos la bienvenida al personal y a los académicos a nuestros edificios cuando los datos de salud pública nos aseguren que podemos hacerlo de manera segura. Para obtener información y recursos adicionales y continuos, visite nuestra página de COVID en nuestro sitio web de Aspire Public Schools en www.aspirepublicschools.org.

INFORMACIÓN Y POLÍTICAS ESCUELA

de la Carta del director

Estimados amigos y familiares de River Oaks: ¡

Bienvenidos al año escolar 2020/2021! El personal y yo esperamos un año emocionante de nuevas actividades, nuevas oportunidades de aprendizaje y conocer nuevas familias aquí en River Oaks. Somos conscientes de que este año escolar será un año de muchas primicias para todos nosotros debido a la pandemia de Covid-19, por lo que su participación en la educación de

su hijo marcará una diferencia en el crecimiento académico y social de su hijo. Preste mucha atención a la información incluida en este paquete, ya que lo guiará a través de un año más exitoso.

Nuestro primer “Back-to-School Night” se llevará a cabo el jueves, 10 de agosto de 2020 comienza a las 5:30 pm Esta es una **noche de información para padres** donde asistirá a la clase de su hijo a escuchar a la maestra de su hijo sobre la escuela año. Cada maestro hará su presentación en el aula dos veces. La primera sesión será de 5: 45-6: 30. La segunda sesión será de 6:45 a 7:30. De esta manera, si necesita visitar dos aulas, tiene la opción de asistir a cualquiera de las sesiones.

Tenga en cuenta que los almuerzos escolares seguirán el mismo procedimiento que el año pasado. Todas las solicitudes de almuerzos gratis o reducidos se procesarán en las primeras dos semanas de clases. Las familias serán informadas de los costos individuales el primero del año. Estos costos deben pagarse de su bolsillo hasta que se procesen sus solicitudes de almuerzo gratis oa precio reducido.

Se adjunta nuestro paquete del primer día. Este paquete puede parecer largo y engorroso, sin embargo, les pido que se tome el tiempo para familiarizarse con los principales temas incluidos en nuestro paquete, de firmar el “**Formulario de Notificación a los padres**”, que es para el lunes, 19 de agosto. Tenga en cuenta que el Formulario de notificación para padres es solo un acuse de recibo de la notificación. No significa su consentimiento para ninguna de las actividades o su retención de consentimiento. ¡Bienvenidos!

Atentamente,

Laura Hawley
Directora



ACERCA DE LA ESCUELA

River Oaks fue fundada en el otoño de 2001 y fue autorizada a través del Distrito Escolar Unificado de Lodi. Comenzamos en una iglesia, luego fuimos a los salones portátiles y finalmente aterrizamos en nuestro campus actual en 2003. Desde nuestros inicios, nos hemos centrado en educar a todo el niño con una infusión de las artes en nuestro plan de estudios diario.

MISIÓN Y VISIÓN DEL SITIO ESCOLAR LA ESCUELA AUTÓNOMA

River Oaks busca crear un ambiente de aprendizaje riguroso, alentando altas expectativas de éxito a través de una instrucción apropiada para el desarrollo. Nuestra escuela promueve un ambiente independiente, ordenado y de apoyo a través de relaciones positivas entre estudiantes, familias y personal. Nos esforzamos para que nuestras familias, maestros y miembros de la comunidad participen activamente en el aprendizaje de nuestros estudiantes para que estén preparados para asistir y graduarse de la universidad.

OPERACIONES DEL CAMPUS Y DE LA OFICINA

Información de contacto de la

CAMPUS AND OFFICE OPERATIONS	SCHOOL CONTACT INFORMATION
<p>Please note that all calls to classrooms from 8:10-3:10 will go straight to voicemail.</p> <p>Address: River Oaks Charter School 1801 Pyrenees Ave Stockton, CA 95210</p> <p>Number of students: 428</p> <p>Numbers of classrooms: 18 classrooms</p> <p>School Hours (instruction): 8:10 a.m. – 3:10 p.m. 8:10 a.m. – 12:40 p.m. on Wednesdays</p> <p>Office Hours during School Days 7:30 a.m. – 3:30 p.m. 7:30 a.m. – 1:00 p.m. on Wednesdays</p>	<p>Main Office</p> <p>Business Manager: Jamie Hodges Phone: 209-956-8100 (press 0 if you need to speak with someone in the office) Fax: 209-956-8102 Email: Jamie.hodges@aspirepublicschools.org</p> <p>Office Assistant: Monica Cardona Phone: 209-956-8100 x12113 Email: Monica.cardona@aspirepublicschools.org</p> <p>Mealtime Manager: Vanessa Gallardo Phone: 209-956-8100 x12151 Email: Vanessa.gallardo@aspirepublicschools.org</p> <p>Principal: Laura Hawley Phone: 209-956-8100x12383 Email: Laura.hawley@aspirepublicschools.org</p> <p>Dean of Students: Kahlen Haro Phone: 209-956-8100x12181 Email: Kahlen.desmond-westman@aspirepublicschools.org</p>

ESCUELA CALENDARIO DEL SITIO ESCOLAR



Aspire River Oaks Charter School 2020- 2021 School Calendar

* Our calendar is subject change

July 2020							January 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
			1	2	3	4						1	2	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	
26	27	28	29	30	31		Instructional Day	24	25	26	27	28	29	30
							Minimum Days	31						
August 2020							February 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
						1	August							
2	3	4	5	6	7	8	10: First Day of School	1	2	3	4	5	6	
9	10	11	12	13	14	15	TK's out at 1:00 all year	7	8	9	10	11	12	13
16	17	18	19	20	21	22	10-31: Kinder Early Release	14	15	16	17	18	19	20
23	24	25	26	27	28	29	20: Back to School Night	21	22	23	24	25	26	27
30	31						Instructional Days	28						
							Minimum Days							
September 2020							March 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
			1	2	3	4	September							
6	7	8	9	10	11	12	1-3: Kinder Early Release							
13	14	15	16	17	18	19	4: Labor Day	1	2	3	4	5	6	
20	21	22	23	24	25	26	4: Non-student PD day	7	8	9	10	11	12	13
27	28	29	30				24-25: SLC Early Release	14	15	16	17	18	19	20
							Instructional Day	21	22	23	24	25	26	27
							Minimum Days	28	29	30	31			
October 2020							April 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
				1	2	3	October							
4	5	6	7	8	9	10	9-12: Fall Break	4	5	6	7	8	9	10
11	12	13	14	15	16	17	16: End of 1st Quarter	11	12	13	14	15	16	17
18	19	20	21	22	23	24	Instructional Days	18	19	20	21	22	23	24
25	26	27	28	29	30	31	Minimum Days	25	26	27	28	29	30	
October 2020							April 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
				1	2	3	October							
4	5	6	7	8	9	10	9-12: Fall Break	4	5	6	7	8	9	10
11	12	13	14	15	16	17	16: End of 1st Quarter	11	12	13	14	15	16	17
18	19	20	21	22	23	24	Instructional Days	18	19	20	21	22	23	24
25	26	27	28	29	30	31	Minimum Days	25	26	27	28	29	30	
November 2020							May 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	November							
8	9	10	11	12	13	14	11: Veteran's Day	2	3	4	5	6	7	8
15	16	17	18	19	20	21	23-27: Thanksgiving Break	9	10	11	12	13	14	15
22	23	24	25	26	27	28	Instructional Days	16	17	18	19	20	21	22
29	30						Minimum Days	23	24	25	26	27	28	29
December 2020							June 2021							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
			1	2	3	4	December							
6	7	8	9	10	11	12	18th: early release	6	7	8	9	10	11	12
13	14	15	16	17	18	19	21-31: Winter Break	13	14	15	16	17	18	19
20	21	22	23	24	25	26	No School	20	21	22	23	24	25	26
27	28	29	30	31			Instructional Days	27	28	29	30			
							Minimum Days							

Instructional Days	Min. Days	TK Min. Days	Kinder Min. Days
July	0	0	0
August	16	3	16
Septemb	20	9	20
October	20	4	20
November	15	2	15
December	14	4	14
January	18	8	18
February	19	4	19
March	16	4	16
April	22	4	22
May	20	4	20
June	4	2	4
	184	48	184
#####	1 Saturday School		
#####	10 SLCs		

PROCEDIMIENTOS PARA

dejar y recoger a sus hijos a tiempo Es importante para el éxito de su hijo. Para que dejar y recoger a los niños sea lo más eficiente para usted, su hijo y otras familias, siga los procedimientos a continuación.

Hora de regreso:

Los estudiantes pueden llegar a la escuela no antes de las **7:40 am**. De 7: 40-7: 50 am, los estudiantes deben presentarse en el patio de recreo o desayunar en University Hall. Un miembro del personal supervisará hasta que suene el silbato a las 8:05 am (no se permite a nadie en el pasillo a menos que un padre haya hecho una cita con anticipación Hora de

recogida: los

estudiantes deben permanecer en el patio de recreo y bajo supervisión durante estos horarios, y seguir todas las reglas y pautas de la escuela.

En los días de lluvia, los estudiantes entrarán al University Hall antes de la escuela para ser recogidos por su maestro.

Políticas y procedimientos de recogida temprana:

Para la seguridad de los estudiantes, los padres o tutores no deben dejar a los estudiantes, ni los estudiantes deben llegar a la escuela, antes de 30 minutos antes del comienzo de la escuela, a menos que el estudiante participe en una actividad escolar regular, reunión o programa comunitario . Del mismo modo, es responsabilidad de los padres o tutores hacer arreglos para que su estudiante se vaya o sea recogido justo después de la escuela, a menos que el estudiante participe en una actividad escolar regular, reunión o programa comunitario o se quede a petición de la escuela personal. En caso de emergencia, todos los estudiantes deben ir directamente a la oficina de la escuela en cualquier momento antes o después de la escuela.

Los estudiantes que no pueden cumplir con estos requisitos están poniendo en riesgo a todos los que están en la escuela al ignorar las consideraciones de seguridad. Los estudiantes que se ponen a sí mismos u otros en riesgo al violar las políticas anteriores pueden estar sujetos a medidas disciplinarias, que incluyen suspensión y expulsión.

CAMPUS CERRADO

Cada escuela es un campus cerrado. Se requiere que todos los estudiantes permanezcan en la escuela durante el día escolar programado regularmente, incluido el período de almuerzo. Es ilegal que cualquier persona se lleve a un estudiante fuera de la escuela durante el día escolar regular sin el permiso del padre o tutor y sin notificación a la Oficina de la escuela.

INFORMACIÓN DE CONTACTO DE LOS PADRES / FAMILIA

Se les pide a los padres que notifiquen a la oficina por escrito tan pronto como ocurra cualquier cambio en la información de contacto (números de teléfono, dirección, etc.). Esto garantizará que todas las comunicaciones se reciban sin demoras ni interrupciones. Cada estudiante debe tener información de contacto de emergencia completa y actualizada, debidamente firmada y archivada en la oficina de la escuela. **El estudiante solo puede salir del campus con un adulto cuyo nombre figura en la información de contacto de emergencia.**

ÓRDENES DE CUSTODIA, PODER NOTARIAL O DECLARACIONES JURADAS DEL CUIDADOR

Reconocemos que todas las familias son únicas. Si tiene situaciones familiares que implican la custodia específica u otros documentos legales, informe a la escuela para que podamos apoyar a su hijo y su familia.

TELÉFONOS Y LLAMADAS A LOS ESTUDIANTES

El teléfono de la oficina es solo para asuntos escolares. Los estudiantes que usen los teléfonos de manera inapropiada estarán sujetos a medidas disciplinarias.

Si es necesario que se comunique con su hijo durante el horario escolar, o si es necesario que su hijo se comunique con usted durante el horario escolar, todas las comunicaciones deben transmitirse a través de la oficina principal. **Solo se transmitirán mensajes de emergencia.** Según corresponda, el personal de la oficina y la administración determinarán si un mensaje es una emergencia.

MEDICAMENTOS

Si su hijo necesita tomar medicamentos recetados, debe tener:

1. una nota escrita y firmada por el médico (Declaración del padre / médico) que detalle el método, la cantidad y los horarios para dicha mediación, y
2. una nota escrita y firmada (Padre / Médico Declaración) del padre indicando su deseo de que la escuela ayude al estudiante según lo establecido por el médico en su declaración.

Por razones de seguridad, a los niños se noles permite tener medicinas en sus aulas, loncheras o bolsillos. Todos los medicamentos deben despacharse a través de la oficina. También puede venir y administrarle medicamentos a su hijo, si es necesario. De vez en cuando, algunos padres solicitan que su hijo pueda tomar Tylenol o Advil en la escuela. Esto está permitido solo con el permiso escrito de los padres y el médico (Declaración del padre / médico) y el medicamento debe estar en su envase original (Código de Educación 49423).

REFERENCIA: Política de la Junta y Reglamento Administrativo 5141.21: Administración de medicamentos y control de las condiciones de salud

INSCRIPCIÓN

INSCRIPCIÓN LOS

padres de todos los estudiantes inscritos recibirán una carta de aceptación y un formulario de confirmación de inscripción o un paquete de inscripción; la inscripción no se considera completa hasta que el formulario de confirmación de inscripción o el paquete de inscripción se haya completado y devuelto. Si no devuelve el Formulario de confirmación de inscripción o el Paquete de inscripción antes de la fecha límite especificada, es posible que se le otorgue el lugar al próximo estudiante en la lista de espera.

REINSCRIPCIÓN

Antes de que se puedan inscribir nuevos estudiantes, se les pide a las familias actuales que completen un formulario de reinscripción, indicando si planean regresar el siguiente año escolar.

COLOCACIÓN EN

clase Las ubicaciones en clase se consideran y crean cuidadosamente en las Escuelas Públicas de Aspire, con el objetivo de equilibrar las clases en función de una variedad de factores. Los padres pueden enviar una carta que describa los estilos de aprendizaje y el interés de sus hijos, pero no se aceptan las solicitudes de los padres de maestros específicos.

ESTUDIANTES DE INTERCAMBIO EXTRANJERO

Aspire Public Schools no acepta ni inscribe estudiantes de intercambio extranjero.

REQUISITOS DE VACUNACIÓN

Los estudiantes que no cumplan con los requisitos de vacunación serán excluidos de la escuela, es decir, 'No hay vacunas, no hay escuela' (Sección 120335 del Código de Salud y Seguridad). La ley estatal requiere que para la admisión incondicional a la escuela, todos los estudiantes menores de 18 años estén completamente inmunizados de acuerdo con los requisitos del Departamento de Salud Pública de California. Todos los estudiantes que ingresen deben estar al día con las vacunas de acuerdo con la política de Aspire y el cronograma proporcionado por el Departamento de Salud Pública de California. A partir del 1 de enero de 2016, las exenciones basadas en creencias personales, incluidas las creencias religiosas, ya no serán una opción para las vacunas que actualmente se requieren para ingresar a la escuela en California. Si tiene una exención de creencias personales previa, comuníquese con su escuela para analizar los próximos pasos. Los estudiantes pueden estar exentos de este requisito solo por razones médicas. En el caso de un brote de una enfermedad para la cual el niño no ha sido inmunizado, será excluido de la escuela durante el período de contagio. A partir de enero de 2021, el estado recaudará exenciones médicas electrónicamente. Después de enero de 2021, todas las exenciones médicas deben enviarse electrónicamente directamente al Registro de Inmunizaciones de California utilizando un formulario estándar (SB 276 y SB 714).

Los estudiantes que no cumplan con los requisitos serán excluidos de la escuela. Los requisitos de inmunización no prohíben que los alumnos accedan a la educación especial y los servicios relacionados requeridos por sus programas de educación individualizada. Si tiene

preguntas sobre el registro de vacunación y / o el estado de admisión de su hijo, comuníquese con la escuela de su hijo.

REFERENCIA: Política de la Junta y Regulación Administrativa 5141.31: Inmunizaciones

EXPEDIENTES DEL ESTUDIANTE

De acuerdo con la ley, se otorgará acceso absoluto a los expedientes del estudiante a:

1. Padres / tutores de estudiantes menores de 18 años, incluido el padre que no es el padre con custodia del estudiante (Código de Educación 49069; Código de Familia 3025)
2. Un estudiante adulto o un estudiante menor de 18 años que asiste a una institución postsecundaria, en cuyo caso el estudiante solo ejercerá los derechos relacionados con sus registros de estudiante y otorgará el consentimiento para la divulgación de Registros (34 CFR 99.3, 99.5)
3. Padres / tutores de un estudiante adulto con discapacidades que tiene 18 años o más y ha sido declarado incompetente según la ley estatal (Código de Educación 56041.5) Divulgación de

REGISTROS DE ESTUDIANTES A UNIVERSIDADES

A solicitud de otras escuelas K-12 , colegios o universidades para obtener información relacionada con el expediente de un estudiante solicitante, los administradores y consejeros de Aspire deben revelar honesta y completamente los expedientes académicos. (Código de Educación 49060-49079) Los administradores y consejeros de Aspire harán un intento razonable de notificar al padre o estudiante, si es mayor de 18 años, de la solicitud de registros en su última dirección conocida, a menos que la divulgación sea iniciada por el padre o estudiante mayor de 18 años. Además, Aspire le dará al padre o estudiante mayor de 18 años, previa solicitud, una copia del registro que se divulgó y le dará al padre o estudiante mayor de 18 años, previa solicitud, una oportunidad de audiencia de conformidad a los procedimientos de impugnación de registros de alumnos de la escuela. El administrador y / o consejero también alentará a los estudiantes a responder honesta y oportunamente a tales solicitudes.

REFERENCIA: Política de la Junta y Regulación Administrativa 5125:Registros Estudiantiles

ASISTENCIA DE

Las Escuelas Públicas Aspire (APS) creen que solo a través de la participación diaria en las actividades del aula los estudiantes pueden alcanzar el éxito y el progreso en su crecimiento académico y social. **La asistencia regular también es una preparación para la entrada en el mundo laboral.** Todos los estudiantes y padres son responsables de la asistencia regular a clases y las asignaciones diarias.

AUSENCIAS JUSTIFICADAS

Un estudiante que no esté presente en clase por cualquier motivo se considera ausente. Los estudiantes deben ser excusados de la asistencia obligatoria si van a faltar a la escuela; un estudiante será excusado por una ausencia si 1) la razón de la ausencia se enumera a continuación y 2) la ausencia **se comunica a la escuela dentro de los 5 días** de la ausencia: [Código de Educación § 48205 (a) y § 48205 (c)]

1. Debido a la enfermedad del alumno.

2. Debido a la cuarentena bajo la dirección de un oficial de salud del condado o la ciudad.
3. Con el fin de que se presten servicios médicos, dentales, optométricos o quiroprácticos.
4. Con el fin de asistir a los servicios funerarios de un miembro de la familia inmediata del alumno, siempre y cuando la ausencia no sea más de un día si el servicio se realiza en California y no más de tres días si el servicio se realiza fuera de California.
5. A los efectos del servicio de jurado en la forma prevista por la ley.
6. Debido a la enfermedad o cita médica durante el horario escolar de un niño del cual el alumno es el padre con custodia.
7. Por razones personales justificables, que incluyen, entre otras, una comparecencia ante el tribunal, la asistencia a un funeral, la observancia de un día festivo o ceremonia de la religión del alumno, la asistencia a retiros religiosos (para los propósitos de esta sección, la asistencia a retiros religiosos deberá no exceder cuatro horas por semestre), asistencia a una conferencia de empleo, o asistencia a una conferencia educativa sobre el proceso legislativo o judicial ofrecido por una organización sin fines de lucro cuando la ausencia del estudiante ha sido solicitada por escrito por el padre o tutor y aprobada por el director o una persona designada.
8. Con el propósito de servir como miembro de una mesa electoral para una elección de conformidad con la Sección 12302 del Código de Elecciones.
9. Con el fin de pasar tiempo con un miembro de la familia inmediata del alumno, que es un miembro en servicio activo de los servicios uniformados, como se define en la Sección 49701, y que ha sido llamado al servicio, está en licencia o ha regresado inmediatamente de , despliegue a una zona de combate o posición de apoyo de combate. Las ausencias otorgadas de conformidad con este párrafo se otorgarán por un período de tiempo que se determinará a discreción del superintendente del distrito escolar.
10. Con el fin de asistir a la ceremonia de naturalización del alumno para convertirse en ciudadano estadounidense.

TRABAJO DE RECUPERACIÓN PARA LOS ESTUDIANTES QUE ESTUVIERON AUSENTES

Los estudiantes que están ausentes de la escuela por cualquiera de las razones justificadas indicadas en “ausencias justificadasSe permitirá que las”, así como la suspensión, completen todas las tareas y exámenes. Una vez completado satisfactoriamente, el estudiante recibirá crédito completo por el trabajo completado. Los procedimientos de la escuela local guiarán, de conformidad con las regulaciones de APS, qué asignaciones deberá completar el estudiante y en qué período de tiempo el estudiante deberá completar dichas asignaciones. Las pruebas y tareas serán razonablemente equivalentes, pero no necesariamente idénticas a las pruebas y tareas que el estudiante perdió durante la ausencia. [Código de Educación § 48205]

REFERENCIA: Política de la Junta y Reglamento Administrativo 6154: Recuperación

TARDANZA GENERAL

Cualquier estudiante que llega a la escuela después de que suene la campana de apertura de la escuela o el comienzo oficial del día escolar, pero menos de 30 minutos después de la instrucción. día escolar, se considerará "tarde". Una vez que ha comenzado el día escolar, los estudiantes que no están presentes y participando activamente en las actividades de aprendizaje al comienzo de un período de clase o cuando la campana de apertura de la clase ha sonado también se consideran "retrasados".

Las escuelas individuales deberán crear y publicar procedimientos para regular la admisión de estudiantes que llegan tarde a la escuela, incluidos, entre otros, los descritos en la siguiente sección.

ASISTENCIA A LA ESCUELA Y PROCEDIMIENTOS DE TARDANZA LA ASISTENCIA Y PUNTUAL regulares importante para el éxito de su hijo. En caso de que su hijo esté ausente o llegue tarde, siga los procedimientos a continuación.

Si su hijo está **ausente**, llame a la oficina de la escuela para **informar la ausencia. dentro 5 días** y pide trabajo de maquillaje para que tu hijo no se quede atrás.

Si su hijo **tardepídales** llega, que vengan a la oficina para registrarse para el día y obtener un "pase de tardanza" antes de ir a clase.

¿Porque es esto importante?

Cuando los estudiantes llegan *incluso con un minuto de* retraso ...

- Empiezan el día detrás de sus compañeros
- Interrumpen las rutinas matutinas (desempacar, revisar la tarea)
- Pierden un valioso tiempo de aprendizaje
- Interrumpen un valioso tiempo de aprendizaje para otros estudiantes
- Devalúa la importancia de la educación
- Los estudiantes establecen deficiencias habilidades para la vida

Cuando los estudiantes salir temprano ...

- Pasan por alto la importante instrucción, evaluaciones, revisar la tarea y al final del día anuncios
- interrumpen rutinas tarde
- interrumpen valioso tiempo de aprendizaje para otros estudiantes
- devalúa la importancia de la educación de los estudiantes a establecer habilidades para la vida pobre

Tardy / principios pick arriba Regulaciones

¿Qué es una tardanza?

Una tardanza es cualquier momento en que un estudiante llega a clase después de las 8:10 am (8:11 am se considera tarde). Todos los estudiantes tendrán su boleta de tardanza grapada en su planificador de tareas, que sirve como notificación.

¿Qué es una recogida anticipada?

Un retiro temprano es cualquier momento en que un estudiante abandona la escuela antes de la hora designada.

¿Qué es una tardanza / recogida anticipada justificada?

Las únicas llegadas tarde o recogidas anticipadas que están justificadas son aquellas acompañadas de una nota del médico, una nota judicial, un aviso de funeral u observaciones religiosas con documentación.

(Los estudiantes que toman el autobús y llegan tarde también reciben tardanzas justificadas).

¿Qué es una tardanza injustificada?

Cualquier tardanza que no esté acompañada de una de las ausencias justificadas (arriba).

AUSENTISMO CRÓNICO

Cualquier estudiante que haya estado ausente de la escuela (justificado o injustificado) durante el 10% o más del total de días de asistencia para ese año escolar puede ser requerido por el director de la escuela para proporcionar una verificación médica o judicial oficial para excusar un ausencia (Código de Educación 60901). Los estudiantes con tal exceso de ausencia serán notificados por escrito del requisito de verificación oficial.

Cualquier maestro puede cambiar la calificación de un estudiante que ha acumulado 10 ausencias injustificadas por semestre a una calificación reprobatoria para sus cursos en el período de calificación (calificación de "F" o "NC"). [Código de Educación § 49067]

Los estudiantes con ausencias excesivas pueden ser referidos al Programa de Reducción de Ausentismo de la escuela como una forma de remediar las ausencias excesivas. El programa de reducción puede incluir una sala de estudio semanal.

RETIRO DEBIDO A AUSENCIAS EXCESIVAS NO VERIFICADAS (AWOL)

Los estudiantes que no asistan debido a ausencias injustificadas durante al menos diez (10) días consecutivos sin previo aviso o sin una respuesta a llamadas, cartas certificadas o el proceso de absentismo escolar pueden ser desafiados de la escuela. . Aspire creará un proceso de comunicación con las familias que cumplan con los criterios de abandono de asiento mencionados anteriormente.

Los estudiantes dados de baja por el motivo anterior pueden ser colocados en la lista de espera y readmitidos según el espacio disponible.

ABSENTISMO

escolar Un estudiante se considera ausente injustificado cuando el estudiante está:

- ausente de la escuela sin una excusa válida tres días escolares en un año escolar,
- llega tarde o está ausente por más de cualquier período de 30 minutos durante el día escolar sin una excusa válida en tres ocasiones en una school year, or
- any combination thereof.

El absentismo es por ausencias injustificadas que no se aclaran dentro de los 5 días. Para evitar el absentismo escolar, informe siempre a la oficina si la ausencia o tardanza de su hijo es por una razón excusable como se definió anteriormente.

NOTIFICACIONES DE ABSENTISMO

escolar Si su hijo está clasificado como ausente injustificado según el Código de Educación de California, recibirá una notificación de la escuela que incluye la información requerida por el estado. La primera notificación le llegará una vez que su hijo haya acumulado tres eventos de absentismo escolar. Comuníquese con la escuela en esta primera notificación, ya que permitirá que la escuela trabaje con usted en apoyo de la asistencia de su hijo. Recibirá notificaciones adicionales después de las seis y nuevamente después de siete eventos de absentismo total. [Código de Educación §§ 48260, 48261, 48262]

Primera notificación de ausencias excesivas La

- carta n. ° 1 se envía por correo regular y / o de confirmación de entrega cuando un estudiante ha acumulado **absentismo escolar tres (3) eventos de absentismo escolar**.
- El estudiante puede ser asignado, con o sin el consentimiento de los padres, al programa de reducción de absentismo escolar de la escuela, que incluye, entre otros, la Escuela de recuperación de fin de semana.

Segunda Notificación de Ausentismo o Ausencias Excesivas

- Carta# 2 enviada por correo regular y / o de confirmación de entrega.
- Un estudiante debe ser notificado por segunda vez una vez que haya acumulado al menos **seis (6) eventos de absentismo escolar**.
- El estudiante puede ser asignado, con o sin el consentimiento de los padres, al programa de reducción de absentismo escolar de la escuela.

NOTIFICACIÓN DE DETERMINACIÓN DE AUSENTISMO HABITUAL Y SART

Una vez que su hijo haya recibido una tercera notificación de absentismo escolar después de acumular un séptimo evento de absentismo escolar, el Código de Educación de California identifica a su hijo como un absentismo habitual. En este punto, se requiere que la escuela lleve a cabo una reunión del Equipo de Revisión de Asistencia Escolar (SART) con usted. En esa reunión, se discutirá y firmará un contrato de asistencia, incluidos los apoyos, y su hijo será asignado al programa de reducción de absentismo escolar de la escuela. [Código de Educación §§ 48260, 48261, 48262] Ausentismo

Notificación de Determinación de Habitual

- Carta # 3 enviada por correo regular y de confirmación de entrega. Además, se le puede pedir a los padres que firmen la carta en persona.
- Un estudiante debe ser notificado por **tercera vez** una vez que haya acumulado un **séptimo (7) evento de absentismo escolar**. El estudiante se identifica como **ausente habitual**.
 - Reunión SART llevada a cabo con el estudiante, padre, maestro consejero y director. Si aún no está en el archivo, se debe firmar un contrato de asistencia en esta reunión.
 - El estudiante será asignado, con o sin el consentimiento de los padres, al programa de reducción de absentismo escolar de la escuela.
 - Si el padre o tutor no responde en 10 días o no asiste a la conferencia programada, el asunto puede remitirse a la Junta de Revisión de Asistencia de Aspire Student (SARB).

El SART de la escuela consistirá en:

- El director;
- El maestro del estudiante de la escuela en la que está inscrito el estudiante; y
- otros miembros relevantes, como otro administrador Aspire, un representante del Ministerio del Interior Aspire, otros maestros o el personal en su caso, terapeuta, etc.

CONTINÚA NOTIFICACIÓN DE ABSENTISMO ESCOLAR Y LA REMISIÓN A LA SARB ASPIRE vez que el estudiante llega a un^{8º} evento absentismo escolar, que recibirán Notificación de que el estudiante ha sido referido al proceso de la Junta de Revisión de Asistencia de Aspire Student, que es un intento final para ayudar a resolver los problemas de absentismo escolar antes de que se consideren consecuencias más estrictas, que incluyen, entre otras, la derivación al Fiscal de Distrito. [Código de Educación §§ 48260, 48261, 48262]Ausentismo

Notificación de Continuo - Remisión a Aspire SARB

- Carta # 4 enviada por correo regular y certificado de confirmación de entrega desde la Oficina Regional. Además, se le puede pedir a un padre que firme la carta en persona.
- Un estudiante debe ser notificado por **cuarta vez** una vez que haya llegado a un **octavo (8) evento de absentismo escolar**.
- El director remite al estudiante a Aspire SARB con los anexos requeridos.
- El estudiante será asignado, con o sin el consentimiento de los padres, al programa de reducción de absentismo escolar de la escuela, que incluye, entre otros, la Escuela de recuperación de fin de semana.
- Si el padre no responde dentro de los 10 días o no asiste a la conferencia programada, el asunto puede ser remitido a la oficina del Fiscal de Distrito y otras acciones apropiadas.

El SARB de APS consistirá en:

- El director de la escuela o su designado administrativo;
- Un maestro de la escuela en la que está matriculado el alumno;
- La persona designada por el director ejecutivo de Aspire Home Office; y
- otros miembros relevantes, como representante de la escuela local de distrito, representante fiscal de distrito, representante de educación especial, consejero, funcionario de la policía local, etc.

ACADÉMICOS

INTEGRIDAD ACADÉMICA

Escuelas Públicas Aspire cree en la integridad académica. Se espera que los estudiantes hagan su propia tarea, realicen exámenes sin recursos externos y presenten trabajos originales para todas

las tareas. Se espera que los estudiantes de Aspire nieguen todas las solicitudes para copiar de su propio trabajo.

Consecuencias por integridad académica

1. violar la Todos los trabajos de prueba, cuestionarios o asignaciones se tomarán de los estudiantes que violen la política.
2. Un estudiante que se encuentre haciendo trampa puede recibir, a discreción del maestro, una calificación de "F" o un cero para la prueba, prueba o tarea. Esto puede reducir sustancialmente la calificación de un trimestre o semestre.
3. Los padres serán notificados y se organizará una conferencia con los padres si el maestro lo considera necesario.
4. Se notificará al director.
5. Un incidente de trampa o plagio resultará en la remoción del Cuadro de Honor de ese trimestre.
6. Las infracciones repetidas o una sola infracción grave pueden dar lugar a medidas disciplinarias más graves.

REFERENCIA: Política de la Junta y Reglamento Administrativo 5131.9: Honestidad académica

MATERIALES DE

instrucción Todos los materiales de instrucción, incluidos los manuales del maestro, películas, cintas u otro material complementario que se utilizará en conexión con cualquier encuesta, análisis o evaluación como parte de cualquier (instrucción) el programa estará disponible para la inspección de los padres o tutores de los estudiantes [20 USC 1232h (a)].

Libros de texto y materiales

Los estudiantes son responsables de todos los libros y materiales escolares que se les entreguen. Todos los libros de texto deben protegerse con cubiertas de libros resistentes, sin contacto (adhesivo) u otras cubiertas de libros permanentes permitidas. Los estudiantes serán multados por desgaste inusual o daño a los libros. A los estudiantes se les cobrará una tarifa de reemplazo por todos los libros perdidos, tecnología u otros materiales escolares que se les entreguen, incluidos los libros de la biblioteca (Código de Educación 60411).

Restitución requerida

Las calificaciones, diplomas y expedientes académicos de los estudiantes pueden ser retenidos de los estudiantes y padres o tutores cuando un estudiante ha dañado, destruido o no devuelto la propiedad prestada de la escuela y no se ha realizado la restitución. Los registros se ocultan al estudiante y al padre y / o tutor, pero no se retendrán a la escuela que los solicite. [Código de Educación § 48904 (b)]

REFERENCIA: Política de la Junta y Reglamento Administrativo 6161.2 Materiales de instrucción dañados o perdidos

LEY DE COLOCACIÓN DE MATEMÁTICAS DE CALIFORNIA

De acuerdo con la Ley de colocación de matemáticas de California de 2015 (Código de educación 51224.7), la escuela pública Aspire ha adoptado la ley “ Enhanced Pathway ” en el *Marco de Matemáticas de California, 2013*, ya que permite a los estudiantes desarrollar una base sólida

sobre conceptos matemáticos clave de la escuela secundaria y también les da tiempo a los estudiantes para tomar decisiones clave en su ruta de matemáticas. Para obtener información adicional, visite www.aspirepublicschools.org.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 6152.1 (a): Colocación en Cursos de Matemáticas

PRUEBAS DE LA

ley estatal requiere que los estudiantes de California tomen múltiples evaluaciones para medir su progreso y dominio de los Estándares Básicos Comunes adoptados por CA (Código de Educación 60640-60649 C). Estos incluyen, pero no se limitan a:

- Pruebas del Consorcio de Logros Smarter Balanced en los grados 3 - 8 y 11
- Evaluación de Competencia del Idioma Inglés de CA (ELPAC) para Estudiantes de Inglés en K-12
- Prueba de Ciencias de California (CAST) en 5, 8, y Al menos un grado de escuela secundaria
- Evaluación Alternativa de California (CAA) para los estudiantes que califiquen en función de la discapacidad
- Se administran pruebas de referencia e intermedias adicionales para fines internos de Aspire, incluida una evaluación de diagnóstico de lectura interna
- Otras pruebas federales, estatales y locales según se requiera

REFERENCIA: Política de la Junta y Regulación administrativa 6162.5: Evaluación del estudiante

EDUCACIÓN PARA LA VIDA FAMILIAR / VIH / SIDA

De acuerdo con AB-2601 y la Ley de Juventud Saludable de California (CHYA), el programa de Educación para la Vida Familiar está diseñado para ayudar a los estudiantes a comprender los aspectos biológicos, psicológicos, sociales, morales y aspectos éticos de la sexualidad humana. El programa brinda información sobre el crecimiento y desarrollo humano, los cambios físicos y emocionales que ocurren durante la adolescencia y la responsabilidad. Cada distrito escolar se asegurará de que todos los alumnos de los grados 7 a 12, inclusive, reciban educación integral sobre salud sexual y prevención del VIH de parte de instructores capacitados en los cursos apropiados. Cada alumno recibirá esta instrucción al menos una vez en la escuela secundaria o intermedia y al menos una vez en la escuela secundaria. [Código de Educación § 51934] El Programa de Educación para la Vida Familiar incluye instrucción apropiada para la edad sobre el Síndrome de Inmunodeficiencia Adquirida (SIDA) y el Virus de Inmunodeficiencia Humana (VIH). El curso incluirá información sobre el SIDA y sus efectos en el cuerpo humano, la transmisión y prevención del VIH, los recursos comunitarios, las habilidades para la toma de decisiones y el rechazo, y temas de salud pública. Los programas de instrucción de Vida familiar y VIH / SIDA siguen las pautas establecidas por el Código de Educación de California. Los padres y / o tutores pueden comunicarse con el director si desean obtener una vista previa de los materiales del aula.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 6142 .: Instrucción de Salud Sexual y Prevención del VIH / SIDA

APRENDICES DE INGLÉS

Las leyes estatales y federales requieren que todos los estudiantes cuyo idioma principal no sea el inglés sean evaluados para determinar el dominio del idioma inglés. Las evaluaciones de dominio del idioma inglés para California (ELPAC) es la prueba designada de dominio del idioma inglés de California. Se administra cada año como una evaluación inicial (IA) a los estudiantes recién matriculados cuyo idioma principal no es el inglés, como se indica en una encuesta sobre el idioma del hogar, y como una evaluación anual (AA) a los estudiantes que han sido identificados previamente como aprendices de inglés.

La ley estatal (Código de Educación de California [EC] secciones 313 y 60810) y la ley federal (Título III de la Ley de Educación Primaria y Secundaria [ESEA]) requieren que las escuelas administren una prueba estatal de dominio del idioma inglés a: (1) estudiantes recién inscritos cuyo idioma principal no es el inglés como IA, y (2) estudiantes que son aprendices de inglés como AA. Para los estudiantes de escuelas públicas de California, este examen es el ELPAC. El ELPAC tiene tres propósitos:

1. Para identificar a los estudiantes que tienen un dominio limitado del inglés (LEP)
2. Para determinar el nivel de dominio del idioma inglés de los estudiantes LEP
3. Para evaluar el progreso de los estudiantes LEP en la adquisición de las habilidades de escuchar, hablar, leer y escribir en inglés

En el momento de la inscripción inicial, se utiliza una encuesta sobre el idioma del hogar para determinar el idioma principal del estudiante. (5 CCR 11307) Dentro de los 30 días calendario posteriores a la inscripción inicial, se evaluará a cada estudiante cuyo idioma materno no sea el inglés, según lo determinado por la encuesta del idioma materno, y para quienes no haya un registro de los resultados de una prueba de desarrollo del idioma inglés. para el dominio del idioma inglés utilizando el instrumento designado por el estado Evaluaciones de dominio del idioma inglés para California (ELPAC). (5 CCR 11511)

Todos los estudiantes tendrán tiempo suficiente para completar el ELPAC como se indica en las instrucciones para la administración del examen. (5 CCR 11516)

Cualquier estudiante con una discapacidad deberá tomar el ELPAC con las adaptaciones para las pruebas que el estudiante ha usado regularmente durante la instrucción y la evaluación en el aula, como se describe en el plan de instrucción individualizado del estudiante (IEP) o el plan de la Sección 504 que son apropiados y necesarios para abordar la situación individual del estudiante. necesidades. (5 CCR 11516.5)

Reclasificación y clasificación inglés

inicial de los estudiantes deEl ELPAC evalúa el desempeño de los estudiantes en las siguientes áreas: comprensión auditiva, expresión oral, lectura y escritura. Para ser reclasificados como competentes en inglés con fluidez, como se indica en la siguiente tabla, los estudiantes deben: (1) alcanzar una puntuación mínima de ELPAC; (2) cumplir con un rango Lexile mínimo; (3) recibir una calificación de C o mejor en ELA o una recomendación del maestro; y (4) obtener la aprobación de los padres:

Tabla 1: Política de RFEP de Aspire para **estudiantes de educación general**

Criterios estatales	Política de Aspire
Evaluación de dominio del idioma inglés	Puntaje general de Nivel 4 enELPAC sumativa
Evaluación de	maestros deMaestro (maestro de ELA en grados superiores), está de acuerdo que el estudiante debe ser reclasificado en base a la evidencia del desempeño académico en el aula
Opinión y consulta de los	padres Los padres están de acuerdo en que el estudiante debe ser reclasificado.Comparación
del desempeño del estudiante en habilidades básicas con unempíricamente rango de desempeño establecidoen habilidades básicas basado en el desempeño de estudiantes competentes en inglés de la misma edad.	o superior en <u>uno</u> de los siguientes indicadores académicos: <ol style="list-style-type: none"> 1. Obtuvo una puntuación igualCasi alcanzó el nivel (Nivel 2) o superior en ELA SBAC. 2. Nivel casi alcanzado (Nivel 2) o superior en ELA ICA 3. Por debajo del nivel de grado en STAR Ren (Grados 2-12) 4. 80% en el puntaje ERD compuesto en el trimestre 3 o trimestre 4

Tabla 2: Política de dominio del inglés fluido redesignada de Aspire para estudiantes con discapacidades (Estudiantes en el plan de estudios básico común - es decir, estudiantes que todavía tomarían SBAC)

Criterios estatales	Aspire Policy
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<p>Assessment of English Language Proficiency (Resultados de la prueba ELPAC)</p>	<p>El equipo del IEP debe discutir los criterios individualizados y escribir los criterios elegidos en el IEP del estudiante, manteniendo Teniendo en cuenta que el desempeño del estudiante en habilidades básicas puede verse afectado por su discapacidad. Si un estudiante tiene en su IEP que él / ella / ellos no necesita tomar una sección del ELPAC, entonces los equipos del IEP deben considerar solo las secciones que el estudiante tomó en la reclasificación.</p>
<p>Evaluación del maestro El</p>	<p>especialista en educación y el maestro de ELA / ELD están de acuerdo en que el estudiante debe ser reclasificado en base a la evidencia del desempeño académico en el aula</p>
<p>Opinión y consulta de los</p>	<p>padres El padre recibe una notificación de elegibilidad para la reclasificación y se le da la oportunidad de indicar si están de acuerdo o en desacuerdo en que el estudiante sea reclasificado</p>

<p>Comparación del desempeño de los estudiantes en habilidades básicas en comparación con unempíricamente rango estableciodede estudiantes competentes en inglés de la misma edad.</p>	<p>El equipo del IEP debe discutir los criterios individualizados y escribir los criterios elegidos en el IEP del estudiante, teniendo en cuenta que el desempeño del estudiante en las habilidades básicas puede verse afectado por su discapacidad. La gama de criterios que se ofrecen a continuación tiene como objetivo brindar a los estudiantes con discapacidades varias opciones para demostrar su capacidad.</p> <ol style="list-style-type: none"> 1. Casi alcanzó el nivel (Nivel 2) o superior en ELA SBAC. 2. Nivel casi alcanzado (Nivel 2) o superior en el nivel ELA ICA 3. STAR Ren en el promedio de un estudiante de inglés solamente con una discapacidad similar, consulte tabla 4. 80% en el puntaje compuesto de ERD en el trimestre 3 o el trimestre 4 5. El equipo del IEP puede usar los resultados de otra evaluación válida y confiable que puede comparar las habilidades básicas de los estudiantes de inglés con discapacidades con hablantes nativos de inglés con discapacidades similares del mismo nivel de grado para determinar el dominio suficiente de las habilidades básicas para la reclasificación. Las evaluaciones deben ser realizadas por personal debidamente acreditado. (p. ej., WJ, KTEA, WIAT-III)
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Tabla 3: Política de dominio del inglés fluido redesignada de Aspire para estudiantes con discapacidades (**Estudiantes en un plan de estudios alternativo, es decir, estudiantes que tomarían CAA en lugar de SBAC**)

Criterios estatales	Aspire Política
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Evaluación del idioma inglés Competencia	VCCALPS Evaluación de con una puntuación de 49 o superior
Evaluación del maestro	El especialista en educación está de acuerdo en que el estudiante debe ser reclasificado en base a la evidencia de desempeño académico
Opinión y consulta de los	padres El padre recibe una notificación de elegibilidad para la reclasificación y se le da la oportunidad de indicar si no <u>está de acuerdo con</u> que el estudiante se reclasificada
Comparación del desempeño de los estudiantes en habilidades básicas contra un empíricamente rango establecido de habilidades básicas basadas en el desempeño de los estudiantes con dominio inglés de la misma edad.	El equipo del IEP debe analizar los criterios individualizados y escribir los criterios elegidos en el IEP del alumno, teniendo en cuenta que el rendimiento del alumno en las habilidades básicas puede verse afectado por su discapacidad. Evaluación de habilidades básicas utilizada en las pruebas del IEP (es decir, OWL, WJ o WIAT)

Tabla 4: Política inicial de dominio del inglés fluido de Aspire: todos los estudiantes

Criterios estatales	Política de Aspire
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Evaluación de dominio del idioma inglés	(Esta política es la misma para todos los estudiantes en California) Usando ELPAC: Puntaje 1. general de Nivel 3 (o superior) 2. Puntaje de Lenguaje oral y Puntaje de Lenguaje escrito de Nivel 3 (o superior)
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REFERENCIA: Política de la Junta y Regulación Administrativa 6174: Educación de los estudiantes de inglés

METAS DE EDUCACIÓN NUTRICIONAL Y ACTIVIDAD

física Los programas de educación física de la escuela se basará en la investigación, de acuerdo con las expectativas establecidas en los marcos curriculares del estado y los estándares de contenido (Código de Educación 51222). La educación nutricional se proporcionará como parte del programa de educación para la salud en los grados 6-12 y, según corresponda, se integrará en otras materias académicas en el programa educativo regular (Códigos de educación 49500-49505, 49510-49520).

Las oportunidades para la actividad física se proporcionarán a través de educación física, programas deportivos y otras actividades estructuradas y no estructuradas.

REFERENCIA: Política de la Junta y Regulación Administrativa 5030 (a): Bienestar del estudiante

ACADÉMICOS DE LA ESCUELA SECUNDARIA LA

REQUISITOS GRADUACIÓN DE

sección 51225.3 del Código de Educación de California especifica que los estudiantes deben aprobar un conjunto mínimo de requisitos para graduarse de la escuela secundaria. Los estudiantes que deseen obtener un diploma de escuela secundaria de una escuela Aspire deberán completar con éxito el trabajo del curso dentro de un curso de estudio en alineación con el programa ag de UC / CSU y obtener la cantidad designada de créditos ag descritos a continuación con una D- o superior; Para ser elegible para admisiones a UC y CSU, todos los créditos agrícolas deben aprobarse con una C- o más. En algunos casos, como la validación de UC, créditos universitarios, etc., los requisitos de graduación de Aspire exceden el programa ag de UC / CSU para que los estudiantes sean competitivos para las admisiones y becas de

universidades privadas.

A. History/Social Sciences	20	1 year of World History and 1 year of US History
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended.
D. Laboratory Science	20	In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned.
F. Visual & Performing Art	10	The 10 credits must be in the same UC a-g art discipline (music, dance, theatre, visual art, interdisciplinary art)
G. Electives	40	Courses can be additional credits in any of the UC a-f courses listed above, or in courses approved for the UC/g elective category.
US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses.
Advisory	20	Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.
Total	210	All students must earn a D- or better for credit. Credit is earned for grades of D- or higher only.

Los estudiantes deben estar inscritos en un mínimo de 240 minutos de instrucción por día escolar (Código de Educación 46144, 46146).

Los requisitos ag son los requisitos mínimos para la admisión al sistema de la Universidad Estatal de California ("CSU") o la Universidad de California ("UC").

Los estudiantes que deseen obtener un diploma de escuela secundaria de una escuela Aspire, además del curso de estudio prescrito como se detalla anteriormente, también deben completar lo siguiente:

Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).
College Units	Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of D- or better.
College Entrance Exams	Students must apply for and take at least one of the prescribed college entrance examinations.
College Applications	Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process.
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application.
Grade Point Average	Students must maintain a cumulative weighted grade-point average of 2.0 or higher.

Los estudiantes deben estar inscritos en un mínimo de 240 minutos de instrucción por día escolar (Código de Educación 46144, 46146)]temporal

Jóvenes de crianza:

Para obtener un diploma de escuela secundaria, un joven de crianza temporal debe aprobar el examen de egreso de la escuela secundaria en idioma inglés y matemáticas (si lo requiere la ley estatal), completar todos los cursos requeridos por las Escuelas Públicas de Aspire y completar cualquier graduación adicional. requisito prescrito por la Junta (*Código de Educación 51225.3 y 49701.*)

Exención de

graduación Los requisitos de graduación se establecen con la expectativa de que todos los estudiantes los completen como se indica. Sin embargo, se reconoce que, en casos especiales, los estudiantes individuales pueden tener motivos para solicitar una exención de uno o más requisitos para lograr metas académicas específicas que no son posibles dentro del programa requerido (Código de Educación 60851, 60859).

Graduación temprana

Las escuelas públicas de Aspire manejan la graduación anticipada caso por caso, y deben llevarse a la administración de la escuela en el otoño del 11º grado. En el caso de que se acepte el caso de graduación anticipada de un estudiante, aún se debe administrar la evaluación SBAC del 11º grado.

Diplomas retroactivos

La junta directiva de Aspire Public Schools tiene la autorización para otorgar retroactivamente un diploma de escuela secundaria a un alumno que se haya ido de California en contra de su voluntad y, al momento de su partida, estaba inscrito en el grado 12 y en buena posición académica al momento de su partida (Código de Educación 51430).

REFERENCIA: Política de la Junta y Regulación Administrativa 6146.1: Requisitos de graduación de la escuela secundaria Trayectorias al

diploma para estudiantes con discapacidades

El equipo del IEP toma la determinación sobre los requisitos de graduación del estudiante para un diploma en función de las necesidades individualizadas del estudiante, la consideración de los requisitos de graduación de Aspire y una línea de base de Requisitos del estado de California (Código de Educación 56390-56392).

La ley federal de educación especial (IDEA) establece que el desarrollo del Plan de transición individual debe comenzar para los estudiantes a más tardar a los 15 años. En Aspire, la expectativa basada en las mejores prácticas es que el desarrollo del ITP comience para todos los estudiantes en el noveno grado, incluso si no están sin embargo, 15.

(Tenga en cuenta que para las escuelas de la escuela pública Aspire en el LAUSD, el distrito requiere planes de transición a desarrollarse a más tardar en los 14 años) equipos Aspire IEP incluirá la discusión, las decisiones y la documentación de los planes individuales de transición que describen los requisitos del estudiante para obtener un diploma que comienza en el^{noveno} grado y en cada reunión del IEP, al menos anualmente.

Los requisitos se revisarán y actualizarán según sea necesario cada año, lo que incluirá una revisión del progreso de graduación del estudiante, sus necesidades individuales y el área de impacto de su discapacidad. El equipo puede considerar si es apropiado y necesario eliminar / alterar un requisito de graduación de Aspire si es un área directamente afectada por la discapacidad del estudiante. Los requisitos del estado de California para obtener un diploma no se pueden eliminar.

El Reglamento Administrativo 6145.4 describe el proceso que debe seguir el equipo para la preparación, discusión y documentación. Tenga en cuenta: impulsado por las pautas del entorno menos restrictivo, así como la equidad y el acceso para los estudiantes con discapacidades; la modificación o eliminación de los requisitos de graduación debe utilizarse con gran discreción y en raras circunstancias.

Certificado de finalización

Puede haber casos en los que un estudiante complete la escuela secundaria con un Certificado de finalización (esto lo determina su equipo de IEP y es potencialmente aplicable a una variedad de discapacidades) (Código de Educación 56390-56392). Los estudiantes con discapacidades son elegibles para continuar recibiendo los servicios de IDEA en un programa de la escuela secundaria hasta los 22 años o hasta que reciban un diploma, lo que ocurra primero. Un equipo puede decidir otorgar un Certificado a un estudiante en cualquier momento desde el momento en que completa el último año hasta los 22 años.

Hay muchas razones por las que esto puede suceder:

- Para honrar la "finalización" de un estudiante con sus compañeros de la misma edad, haga que participen en actividades de graduación, incluida la recepción de un Certificado. Todavía tienen la opción de continuar con nosotros un quinto año o más hasta los 22 años.
- Un estudiante puede optar por dejarnos un Certificado a los 18 años y matricularse en un programa postsecundario. (no tienen que permanecer en la escuela secundaria hasta los 22 años, y pueden inscribirse en muchos programas postsecundarios con un COC, incluidas universidades de 2 años, algunos programas especializados a los 4 años, capacitación laboral, etc.).

Estos caminos se individualizan según el plan de transición del alumno y lo que es mejor para ellos.

REFERENCIA: Política de la Junta y Regulación Administrativa 6146.4: Graduación diferencial y estándares de competencia para estudiantes con discapacidades

Inicio de la escuela secundaria

Obtención de un diploma

Un estudiante solo puede obtener un diploma de una escuela Aspire una vez que haya hecho lo siguiente:

- Completó todos los requisitos de graduación con respecto a a clases y créditos.
Cualquier estudiante que no haya cumplido con todos los requisitos de crédito para la fecha de graduación debe completar todas las unidades antes del 15 de agosto de su año de graduación para obtener un diploma de una escuela Aspire. De lo contrario, el estudiante debe obtener el diploma el año siguiente o tomar rutas alternativas para recibir un diploma de una escuela que no pertenece a Aspire.

Requisitos de

participación en la ceremonia de graduación Un estudiante puede participar en la ceremonia de graduación de su escuela si se cumple una de las siguientes condiciones:

1. el estudiante ha cumplido o está en camino de cumplir con todos los requisitos de graduación de la escuela con respecto a clases y créditos, y cumplió con todos los requisitos. los requisitos de la ceremonia de graduación de la escuela (Código de Educación 51228);
2. el estudiante tiene deficiencia de 10 créditos o menos, ha cumplido con todos los requisitos de la ceremonia de graduación de la escuela) y se ha inscrito para recuperar los créditos el verano inmediatamente posterior a la graduación; y / o
3. Se le puede prohibir a un estudiante participar en la ceremonia de graduación por razones académicas, de comportamiento o de otra índole a discreción del director de la escuela y con la aprobación del superintendente regional o su designado (Código de Educación 48904).

Según el Código de Educación 35183.1, los estudiantes de Aspire pueden usar atuendos tribales tradicionales u objetos reconocidos de importancia religiosa o cultural como adorno, como se define, en las ceremonias de graduación de la escuela.

REFERENCIA: Política 5127 de la Junta: Ceremonia de graduación

Programa Cal Grant para la universidad

Una beca Cal Grant es dinero para la universidad que no tiene que devolverse (Código de Educación 69432.9). Para calificar, un estudiante debe cumplir con los requisitos financieros y de elegibilidad, así como también con los requisitos mínimos promedio de calificaciones (GPA).

Las becas Cal Grants se pueden utilizar en cualquier Universidad de California, Universidad Estatal de California o Universidad Comunitaria de California. Algunas universidades independientes / privadas y profesionales o escuelas técnicas en California también reciben Cal Grants.

Para ayudar a los estudiantes a solicitar ayuda financiera, todos los estudiantes del grado 12 se consideran automáticamente solicitantes de la beca Cal Grant y el GPA de cada estudiante del grado 12 se enviará electrónicamente a la Comisión de Ayuda Estudiantil de California ("CSAC") por una escuela o un funcionario del distrito escolar. Un estudiante, o el padre / tutor de un estudiante menor de 18 años de edad, puede completar un formulario para indicar que no desea que la escuela envíe electrónicamente a CASC el GPA del estudiante.

Hasta que un estudiante cumpla 18 años de edad, solo el padre / tutor puede optar por excluir al estudiante. Una vez que un estudiante cumple 18 años de edad, solo el estudiante puede optar por no participar, y puede optar si el padre / tutor había decidido previamente optar por no hacerlo.

El equipo de éxito postsecundario (PSS) del Ministerio del Interior preparará todas las hojas de cálculo de Cal Grant GPA y las entregará a los equipos del sitio antes del 1 de octubre. Los compañeros de equipo del sitio (generalmente consejeros) deben cargar estas hojas de cálculo en Webgrants antes del 1 de noviembre.

LA INSCRIPCIÓN SIMULTÁNEA

Aspire ofrece a los estudiantes de secundaria la oportunidad de obtener doble crédito (escuela secundaria / universidad) durante el día escolar regular para cursos seleccionados de escuela secundaria (Código de Educación 48800). Los estudiantes están matriculados doblemente en la universidad y en Aspire, por lo que obtienen créditos para la escuela secundaria y la universidad. Se proporciona una lista de cursos de inscripción simultánea aprobados en las escuelas individuales.

A discreción de la escuela, los estudiantes que se inscriban en una clase universitaria con el propósito de inscripción doble y suspendan la clase sin notificar a la escuela sobre cualquier dificultad en la clase, no podrán tener la oportunidad de repetir la clase universitaria a costa de la escuela. Del mismo modo, los estudiantes que son retirados de la clase de la universidad debido a problemas de comportamiento no pueden repetir la clase de la universidad durante el día escolar o al costo de la escuela. En estos casos, se ofrecerá una clase regular de escuela secundaria como un medio para cumplir con el requisito de graduación. El estudiante puede optar por repetir la clase universitaria por su cuenta.

REFERENCIA: Política de la Junta y Regulación Administrativa 6172.1: Inscripción concurrente en clases universitarias

OTORGAR CRÉDITO DE ESCUELAS QUE NO PERTENECEN A ASPIRE

Aspire transferirá cualquier crédito recibido en otra escuela secundaria (Código de Educación 48645.5), sin embargo, no se otorgará crédito por calificaciones inferiores a D- de una escuela externa Si un estudiante que se transfiere a una escuela Aspire ha obtenido menos de una D- en un curso ag de UC / CSU requerido para la graduación, el estudiante deberá inscribirse en un trabajo de curso adicional (es decir, día extendido, intercesión o escuela de verano) para poder recuperar créditos

Los estudiantes que ingresan a una escuela Aspire más de 3 semanas en el período de calificaciones de un semestre deben recuperar todo el trabajo perdido de cada clase para obtener una calificación semestral o tener calificaciones de progreso que sean D- o más altas en cada curso.

Al transferir créditos de una escuela usando un sistema de crédito diferente, Aspire evaluará el curso y transferirá los cursos y créditos al formato apropiado. (es decir, trimestre a semestre, trimestre a semestre).

REFERENCIA: Política de la Junta y Regulación Administrativa 6146.3: Reciprocidad del crédito académico

CALIFICACIÓN SECUNDARIA

Los estudiantes obtienen calificaciones basadas en los niveles de rendimiento establecidos como se describe en la página siguiente. En la búsqueda de nuestra misión de College for Certain, los estudiantes no obtienen créditos de la escuela secundaria por ningún curso en el que reciben menos de una D-.

Cuando se otorgan calificaciones para cualquier curso de instrucción, la calificación otorgada a cada estudiante será la calificación determinada por el maestro de registro para el curso, en ausencia de error administrativo o mecánico, fraude, mala fe o incompetencia, la calificación será final. [Código de Educación § 49066 (a)] Los

maestros pueden hacer cambios en las calificaciones hasta que hayan sido almacenados en PowerSchool. Después de almacenar las calificaciones, los maestros tienen prohibido cambiar las calificaciones sin obtener la aprobación del director de la escuela, el Superintendente del Área y el Director Académico. Una vez que la CAO haya verificado los cambios de calificación, todos los cambios de calificación verificados deben pasar por el CSO para su aprobación final. Todos los cambios de calificación se documentarán en la carpeta acumulativa del estudiante utilizando el formulario oficial Aspire "Grade Change" y las solicitudes de cambios solo se aceptarán durante 21 días escolares después del cierre oficial del período de calificaciones. Los maestros que deseen cambiar la calificación de un estudiante después de que se hayan almacenado las calificaciones deben aplicar los siguientes criterios:

- El estudiante tuvo circunstancias atenuantes que le prohibieron completar el curso a tiempo (ejemplo: accidente automovilístico, enfermedad grave).
- El estudiante no recibió los materiales adecuados para completar el curso (ejemplo: libro de texto)

La calificación no debe cambiarse si el estudiante hizo poco o ningún esfuerzo para completar las tareas o solicitar apoyo durante el período de tiempo del curso

La escuela debe presentar las opciones disponibles por recuperar el curso básico para el estudiante que ha reprobado un requisito de graduación: repetir el curso, inscribirse en una clase universitaria, escuela de verano o un curso en línea.

Escala de calificación secundaria

GRADO	4.0 ESCALA DE PUNTOS SIN PESAR	5.0 PUNTOS ESCALA PONDERADA
A +	4.33	5.33
A	4.0	5.0
A-	3.67	4.67
B +	3.33	4.33
B	3.0	4.0
B-	2.67	3.67
C +	2.33	3.33
C	2.0	3.0
C-	1.67	2.67
D +	1.33	2.33
D	1.0	2.0
D-	.67	1.67
F	0	0

Escala ponderada

Para el GPA ponderado de 9-12 de Aspire, solo para las calificaciones de D- o mejor, Aspire otorgará la escala ponderada para los cursos de honores aprobados por la UC, cursos AP, cursos IB y cursos académicos universitarios y universitarios comunitarios que no son de recuperación en la naturaleza y que se toman. Para los GPA que no pertenecen a Aspire, la ponderación la determina la organización que calcula el GPA (UC, CSU, Cal Grant, etc.).

Política de abandono de clases

Los estudiantes pueden retirarse / abandonar clases dentro de las primeras cuatro (4) semanas del curso solo por las siguientes tres razones: El

- estudiante ha tomado y recibido crédito por la misma clase anteriormente.
- El estudiante debe tomar una clase obligatoria en lugar del curso.
- No se requiere que el curso cumpla con los requisitos de graduación de Aspire.

Volver a tomar una clase para la que se obtuvo una calificación aprobatoria

De acuerdo con la política de UC / CSU, un curso que se aprobó con una calificación de C o mejor no se puede volver a tomar. Si se hace esto (por ejemplo, por error), la calificación original es la calificación de registro y no se obtiene crédito por la segunda toma.

Volver a tomar una clase para la que NO se obtuvo una calificación aprobatoria

Para los casos en que un estudiante reprobó un curso, las siguientes son formas para que un estudiante obtenga crédito por un curso reprobado:

1. Curso de crédito ofrecido en una plataforma en línea (es decir, adaptada a la computadora Curso 2 como Cyber High)
2. Recuperarse durante el año escolar en un semestre alternativo de cuando el curso fue reprobado originalmente,
3. Escuela de verano en una escuela secundaria AspireEscuela de
- 4.verano con una escuela secundaria local, o
5. Curso universitario temprano ofrecido en un colegio comunitario local

El estudiante debe recuperar créditos de una de las formas mencionadas anteriormente. No se aceptarán cambios de calificación para recuperar créditos. La decisión de qué curso de acción (de la lista anterior) toma una escuela para recuperar créditos para un estudiante queda a discreción del director y el superintendente de área.

REFERENCIA: política del Consejo y el Reglamento Administrativo 5121: Grados y evaluación de los logros estudiantiles

LAS CIRCUNSTANCIAS DE INSCRIPCIÓN ESPECIAL: SOBRE-EDAD

Un alumno que es mayor de 19 años puede generar la asistencia por razones de prorrateo sólo si se cumplen las dos condiciones siguientes:

1. las El alumno estuvo inscrito en una escuela pública en busca de un diploma de escuela secundaria (o, si es un estudiante en educación especial, un IEP) mientras tenía 19 años de edad y, sin una interrupción en la inscripción en la escuela pública desde ese momento, está inscrito y está haciendo progreso satisfactorio hacia la obtención de un diploma de escuela secundaria (o, si es un estudiante en educación especial, progreso satisfactorio de acuerdo con un IEP) de acuerdo con la definición de progreso satisfactorio establecida en el Título 5 del Código de Regulaciones de California, sección 11965; y
2. el alumno no tiene más de 22 años en la fecha de inscripción.

Aspire anima a todos los estudiantes que tienen al menos dieciocho años de edad o más a estar informados sobre las consecuencias legales que puedan ocurrir en base a sus decisiones y acciones. Para obtener más información sobre los cambios en el estado legal y las obligaciones de un estudiante al cumplir los 18 años, descargue una copia de "When You Become 18, A Survival Guide for Teenagers", que está disponible en www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf.

Además, a Aspire le gustaría específicamente que todos los estudiantes, y especialmente los estudiantes mayores de 18 años, conozcan la Sección 261.5 (a) del Código Penal de California, que establece: "Las relaciones sexuales ilícitas son un acto sexual realizado con una persona que está no el cónyuge del perpetrador, si la persona es menor de edad. A los efectos de esta sección, un menor es una persona menor de 18 años y un adulto es una persona que tiene al menos 18 años de edad ". **Sello estatal de alfabetización bilingüe**

Una escuela secundaria Aspire puede optar por participar en el programa Sello estatal de alfabetización bilingüe (SSB). Una escuela Aspire que participe en este programa debe mantener registros apropiados de su identificación de estudiantes calificados y debe completar y enviar en línea

CULTURA ESCOLAR Y VIDA ESTUDIANTIL

ASPECTOS DESTACADOS DE LA CULTURA ESCOLAR

Aspire River Oaks Charter School trabaja arduamente para crear una cultura escolar positiva con College for Certain y el éxito de los estudiantes en el centro de todo lo que hacemos. Desde aulas con nombres de universidades hasta celebraciones que conectan a nuestra escuela con los estudiantes, la familia y el personal, construir una comunidad es una parte importante del trabajo que hacemos todos los días.

DRESS CODE

Learning merece un ambiente de respeto y libertad de distracción. La política de la Junta de Aspire requiere que todos los estudiantes inscritos en las Escuelas Públicas de Aspire cumplan con la política de uniforme de la escuela. Los estudiantes que no usen el uniforme estarán sujetos a medidas disciplinarias. Todos los uniformes deben estar marcados con el nombre del estudiante. Los uniformes (incluidos los zapatos) deben estar limpios, mantenidos, del tamaño adecuado y deben usarse tal como están diseñados para usarse. El uniforme refleja un orgullo positivo por uno mismo y la escuela.

Política Uniforme

El propósito del vestido de uniforme en la escuela es:

- Para enfocar los estudiantes en la escuela como un lugar de trabajo profesional
- para centrarse estudiantes alejado de la ropa como una competencia
- Para simbolizar nuestro esfuerzo unido en el camino a la universidad
- para desarrollar y mejorar un sentido de orgullo de la escuela
- Para mejorar la seguridad escolar

Las prendas exteriores deben ser apropiadas para la comodidad y las actividades normales de los estudiantes mientras están en la escuela. Todos los artículos deben usarse de manera tradicional y adecuada. Una camiseta debe cubrir el pecho y el estómago del estudiante. Las partes inferiores deben cubrir las caderas y las nalgas de un estudiante. Toda la ropa debe usarse en el tamaño apropiado del estudiante.

La ropa debe estar en buenas condiciones y no se puede blanquear, manchar, rasgar, rasgar, deshilar, etc. Si un color o prenda de vestir se convierte en un problema de seguridad o una distracción del aprendizaje, se le puede pedir al estudiante que se quite el artículo o lo reemplace con algo más apropiado. Esto incluye accesorios como zapatos, cordones de zapatos, sombreros, scrunches, etc. Nos reservamos el derecho de actualizar el código de vestimenta según sea necesario en cualquier momento y proporcionar una copia a las familias, estudiantes y personal.

Días de vestimenta informal / libre

“Vestimenta informal” significa no uniforme; sin embargo, los estudiantes que deseen permanecer en uniforme en días sin uniforme pueden hacerlo. La vestimenta puede ser informal, pero aún así debe cumplir con la política del Código de Vestimenta y reflejar el orgullo personal y escolar. La ropa debe estar ordenada, limpia, sin rasgar y apropiada para la escuela. Cualquier estudiante sin uniforme debe asegurarse de que la elección de vestimenta cubra al menos tanto cuerpo como lo haría el uniforme. Los estudiantes cuya ropa sea inapropiada pueden ser enviados a casa por el resto del día. La administración se reserva el derecho de determinar qué ropa es inapropiada.

CÓDIGO DE VESTIMENTA ESPECÍFICO DEL SITIO ESCOLAR LA ESCUELA AUTÓNOMA

Aspire River Oaks requiere que todos los estudiantes usen uniformes. Se requerirá que los estudiantes usen lo siguiente:

Estilo de Uniforme Colores

<p>Pantalones</p> <p>Pantalones cortos de, faldas</p> <p>Jumpers Vestidos Los</p>	<ul style="list-style-type: none"> • No se permiten jeans o sudor. • Deben ser lo suficientemente largos para alcanzar las puntas de los dedos de los estudiantes cuando sus brazos cuelgan hacia abajo 	<p>color azul marino sólido caqui</p>
<p>leggings NO son pantalones.</p>		
<p>Camisas</p>	<ul style="list-style-type: none"> • Debe tener cuello polo o abotonado <p>Las camisas de cuello alto no son camisas de uniforme y solo se pueden usar debajo de una camisa de uniforme.</p>	<p>Blanco Azul marino Azul claro Gris Borgoña</p>
<p>Calcetines y leggings</p>	<ul style="list-style-type: none"> • ÚNICAMENTE colores sólidos (calcetines / leggings negros están bien) 	<p>Blanco Azul marino Azul claro Caqui Gris Borgoña</p>

<p>Suéteres y chaquetas</p> <p>Las</p>	<ul style="list-style-type: none"> ● chaquetas y suéteres usados dentro del salón DEBEN ser de colores uniformes sólidos ● Chaquetas y suéteres usados al aire libre- de cualquier estilo / color. <p>Blanco Azul marino Azul claro Caqui Gris Burdeos</p>
<p>Zapatos</p>	<ul style="list-style-type: none"> ● Punta cerrada - sin excepciones ● sandalias deben tener correa trasera de ● ½ pulgada de tacón máximo ● Nozapatos parpadeantes. <p>Las</p> <p>se permiten Accesorios para el cabello.</p> <p>Las correas de la camiseta sin mangas deben ser de ½ pulgada.</p>

Cualquier vestimenta gratis, días de vestimenta alternativa o privilegios para personas mayores se anunciarán durante el año escolar. Se espera que las familias se aseguren de que sus estudiantes estén preparados para el éxito vistiendo el uniforme al comienzo de cada día escolar. Comuníquese con la oficina principal si tiene preguntas o inquietudes.

ASISTENCIA Y PARTICIPACIÓN DIARIA EN ACTIVIDADES

Los estudiantes deben asistir a la escuela el día de una actividad o evento escolar para poder participar. A los estudiantes que no asistan a la escuela el día de una actividad o evento escolar,

incluso si el evento es por la noche, se les puede negar el privilegio de asistir a las actividades o eventos escolares en esa fecha.

SERVICIOS DE NUTRICIÓN:

Aspire Public Schools participa en los programas nacionales de almuerzos y desayunos escolares. Todos los estudiantes pueden participar en el programa de comidas y los estudiantes elegibles pueden recibir comidas gratis o a precio reducido, al completar la solicitud de comidas gratis o a precio reducido. Los hogares deben volver a presentar la solicitud cada año escolar y se recomienda encarecidamente que las solicitudes se presenten durante la primera semana de clases. Todas las solicitudes son procesadas por el Departamento de Nutrición y la notificación de elegibilidad se enviará por correo a casa. Las solicitudes están disponibles en la oficina principal de la escuela. Los estudiantes que cumplan con los criterios federales de elegibilidad para recibir comidas gratis o a precio reducido recibirán una comida gratis o de precio reducido nutricionalmente adecuada cada día escolar. [AB 1871, Código de Educación 47613.5]. Los estudiantes deben presentar su identificación de estudiante para obtener una comida escolar.

Política de bienestar del estudiante: Todos los interesados pueden participar en el desarrollo, revisión, actualización e implementación de la Política de bienestar escolar local. Puede encontrar una copia de nuestra Política de Bienestar Estudiantil en el sitio web de las Escuelas Públicas de Aspire en www.aspirepublicschools.org

REFERENCIA: Política de la Junta y Reglamento Administrativo 3553: Comidas gratuitas y a precio reducido

EMPLEO DE ESTUDIANTES - PERMISO DE TRABAJO

Al obtener una oferta de empleo y antes Para aceptar un empleo, los estudiantes menores de edad deberán obtener permisos de trabajo del director o administrador escolar designado de acuerdo con la ley, independientemente de si el empleo ocurrirá cuando la escuela esté en sesión y / o no (Códigos de educación 49110-49119). La solicitud de un permiso de trabajo se presentará al director o administrador escolar designado en un formulario aprobado por el CDE. Los estudiantes que reciben permisos de trabajo deben demostrar y mantener un GPA de 2.0 y una asistencia escolar satisfactoria.

REFERENCIA: Política de la Junta y Regulación Administrativa 5113.2: Permisos de trabajo extracurriculares

PROGRAMAS/ DE

aprendizaje ampliado El programa de aprendizaje ampliado de Aspire Public Schools durante el horario extracurricular proporciona a nuestros estudiantes apoyo académico adicional y acceso a actividades de enriquecimiento como música, arte, deportes y otros clubes extracurriculares actividades (Código de Educación 35179, 48930-48938). Los apoyos académicos se centran en la intervención de artes del lenguaje inglés y matemáticas para los estudiantes que se desempeñan por debajo del nivel de grado, así como asistencia diaria con las tareas y apoyos de preparación universitaria para los estudiantes mayores. Las actividades de enriquecimiento están diseñadas para fomentar la creatividad, el trabajo en equipo y la actividad física, al tiempo que

refuerzan las habilidades académicas clave y brindan a los estudiantes oportunidades para explorar sus intereses y talentos, y divertirse. Si tiene preguntas sobre el programa extracurricular de su escuela, comuníquese con la oficina de la escuela.

Clubes y actividades

Los estudiantes deben mantener un promedio general de calificaciones (GPA) de al menos 2.0 en todos los trabajos de curso que intentan y / o aprobar todas las clases para poder participar en cualquier actividad co-curricular. La elegibilidad para actividades y deportes se discute completamente en las Políticas de la Junta de Aspire y los Reglamentos Administrativos. Una actividad co-curricular se define como un programa que puede estar asociado con el plan de estudios en un salón de clases regular que cumple con uno de los siguientes criterios:

- El programa es supervisado o financiado por la escuela.
- Los estudiantes que participan en el programa representan a la escuela.
- El programa incluye tanto la preparación como la actuación ante una audiencia o espectadores.
- En esencia, para que un estudiante sea elegible para las actividades:
- el estudiante está actualmente inscrito en **al menos** 30 créditos semestrales de trabajo académico escolar, Y
- el estudiante ha acumulado el equivalente a al menos 25 créditos semestrales de trabajo académico al completar el máximo período de calificaciones reciente, Y
- el estudiante está manteniendo un progreso mínimo hacia el cumplimiento de los requisitos de graduación de la escuela secundaria según lo prescrito por la Junta Directiva de Aspire; Y
- el estudiante ha mantenido, durante el trimestre anterior, al menos un GPA de 2.0 (en una escala de GPA de 4.0, *incluido* cualquier crédito de colegio comunitario) en todos los cursos inscritos (Código de educación 35179, 48930-48938)

Atletismo

Además de la política anterior, Aspire Public Schools sigue las pautas establecido por el Libro Azul CIF.

1. Los atletas deben cumplir con los requisitos de elegibilidad de Aspire.
2. Los estudiantes deben mantener un promedio mínimo de calificaciones de 2.0 para el período de calificación anterior para seguir siendo elegibles. De acuerdo con CIF, los estudiantes que caen por debajo de 2.0 pueden ser puestos a prueba durante un trimestre. Además, los atletas deben cumplir con los requisitos de elegibilidad de Aspire. Los
3. estudiantes deben exhibir una ciudadanía y una conducta satisfactoria dentro y fuera del campo.
4. Los estudiantes deben observar todas las regulaciones descritas en la edición actual del Libro Azul CIF.
5. Los estudiantes deben aprobar un examen físico realizado por un médico.
6. Los estudiantes pueden proporcionar evidencia de su propio seguro personal, pero no están obligados a tener un seguro personal. El seguro de responsabilidad civil de las Escuelas Públicas de Aspire ofrece una cobertura limitada para que todos los estudiantes puedan participar en programas deportivos.

REFERENCIA: Política de la Junta y Reglamento Administrativo 6145: Actividades extracurriculares y cocurriculares

Participación extracurricular: Organizaciones estudiantiles Política

Aspire cree que alentar a los estudiantes a organizarse de acuerdo con una amplia variedad de intereses es parte del cumplimiento de su declaración de misión. No se negará ninguna organización estudiantil basándose únicamente en su tema o materia. Sin embargo, no se formará ninguna organización estudiantil que, a través de sus estatutos o prácticas, excluya o dañe a cualquier miembro del cuerpo estudiantil sobre la base de las características enumeradas en la Sección 220 del Código de Educación (discapacidad real o percibida, género, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, afiliación religiosa, orientación sexual, estado migratorio o cualquier otra característica que esté contenida en la definición de delitos de odio establecida en la Sección 422.55 del Código Penal o asociación con una persona que tenga cualquiera de las características antes mencionadas) y la Sección 221.5 del Código de Educación, o que en filosofía o práctica no cumpla con la misión, expectativas y reglas de Aspire o de la escuela.

Participación extracurricular: Política de expresión y medios de

los estudiantes Todos los estudiantes tienen derecho a disfrutar de los derechos protegidos por la constitución y las leyes federales y estatales para las personas de su edad y madurez en un entorno escolar (Código de Educación (Código de Educación 48907, 48950). deben ejercer estos derechos de manera razonable y evitar interrumpir las actividades escolares o violar los derechos de los demás. Por ejemplo, la libertad de expresión protegida no incluye actos o amenazas de violencia, acoso o discurso de odio. Los estudiantes que violen los derechos de los demás o violen las políticas escolares o Las reglas pueden estar sujetas a medidas disciplinarias, según lo requieran las circunstancias. La

libertad de expresión incluirá el derecho a presentar un punto de vista; el derecho a disentir; y el derecho al silencio y la privacidad. La libertad de expresión de los estudiantes se limitará solo en la medida permitida por ley para mantener un ambiente escolar ordenado y proteger los derechos, la salud y la seguridad de todos los miembros de la comunidad escolar ity.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 5145.2: Libertad de Expresión y Habla

CUOTAS DE LOS

estudiantes Ningún estudiante deberá pagar una cuota, depósito u otro cargo por su participación en una actividad educativa que constituye una parte integral fundamental del programa educativo de Aspire (Código de Educación 49010-49013). Esta prohibición general contra las tarifas de los estudiantes, a menos que lo autorice la ley, no impedirá que Aspire solicite donaciones voluntarias, participe en actividades de recaudación de fondos y proporcione premios u otro reconocimiento para los participantes en tales actividades y eventos. Sin embargo, Aspire no ofrecerá ni otorgará a un estudiante ningún crédito de curso o privilegios relacionados con actividades educativas a cambio de donaciones voluntarias o participación en actividades de recaudación de fondos por parte del estudiante o en su nombre y no eliminará ni amenazará con eliminar de un estudiante. cualquier crédito de curso o privilegios relacionados con actividades educativas, o discriminar al estudiante de otra manera, debido a la falta de donaciones voluntarias o participación en actividades de recaudación de fondos por o en nombre del estudiante.

Tarifas legalmente autorizadas y pago puntual Los

estudiantes a menudo acumulan tarifas legalmente autorizadas durante el año de varias formas (por ejemplo, libros de texto perdidos, equipo de computadora dañado, daño a la propiedad escolar, equipo deportivo y uniformes, saldos pendientes de almuerzo). Un registro de dichas tarifas se mantiene en PowerSchool.

Se espera que los estudiantes paguen las cuotas acumuladas con prontitud, sin recordatorios constantes. Las tarifas impagas pueden limitar la participación en actividades extracurriculares que incluyen, entre otros, bailes, excursiones y baile de graduación. Los estudiantes siempre deben solicitar un recibo al pagar las facturas. Todos los servicios, bienes y facturas pagados con cheque están sujetos a un cargo por cheque devuelto.

Las calificaciones, el diploma y el expediente académico de un estudiante pueden ser retenidos, después de otorgarle al estudiante sus derechos de debido proceso cuando la propiedad personal o real de una escuela ha sido deliberadamente cortada, desfigurada o lesionada o dañada de otra manera, o cuya propiedad se presta a un alumno, y no devuelto intencionalmente, hasta que el alumno o el padre o tutor del alumno haya pagado dichos daños.

Además, a pesar de la Sección 1714.1 del Código Civil, el padre o tutor de un alumno menor que deliberadamente corta, desfigura o daña o daña de cualquier otra manera cualquier propiedad real o personal de la Escuela, o propiedad personal de cualquier empleado de la Escuela, deberá ser responsable de todos los daños causados por el menor de edad. La responsabilidad del padre o tutor no puede exceder los \$ 10,000 (diez mil dólares). El padre / tutor también será responsable de todos los bienes pertenecientes a la escuela que se presten a un estudiante menor de edad y no se devuelvan a la solicitud correspondiente.

REFERENCIA: Política de la Junta y Reglamento Administrativo 3260 Tasas de estudiantes; 6161.2 Materiales de instrucción dañados o perdidos; 3515.4a Recuperación por pérdida o daños a la propiedad

ADOLESCENTES CASADOS, EMBARAZADAS

o con hijos Los estudiantes embarazadas o con hijos, independientemente de su estado civil, tienen derecho a asistir a las Escuelas Públicas de Aspire y a participar en cualquier programa o actividad para los que de otro modo calificarían en un ambiente libre de discriminación o acoso (Código de Educación 222). Las clases, los programas y los materiales que se ofrecen a las estudiantes embarazadas y con hijos deben ser iguales a los que se ofrecen a otros estudiantes y los estudiantes deben tener acceso a las clases necesarias para completar su curso de estudio.

Las estudiantes embarazadas y las que tienen hijos tienen derecho a participar plenamente en las clases, programas y actividades de la escuela, y es responsabilidad de la escuela hacer las adaptaciones razonables para mantener a las estudiantes embarazadas seguras en el campus y facilitar su participación continua. Tales adaptaciones pueden incluir, pero no se limitan a: tiempo adicional para el uso de las instalaciones y cambios de clase y educación en el hogar durante las ausencias debido a una enfermedad o recuperación relacionada con el embarazo. Los estudiantes no deben ser retirados de una escuela debido a su embarazo o estado de crianza. De acuerdo con AB 2289, una alumna embarazada o con hijos tiene derecho a 8 semanas de licencia parental y durante esta licencia, las ausencias se marcarán como justificadas.

REFERENCIA: Política de la Mesa Directiva 08-023: Política de Estudiantes Casados / Embarazadas / Padres

DISCIPLINA Y COMPORTAMIENTO DEL ESTUDIANTE

AVISO DE LAS REGULACIONES

La administración de la Escuela Aspire se asegurará de que los estudiantes y sus padres / tutores sean notificados por escrito sobre la inscripción de todas las políticas, reglas y procedimientos de disciplina. Este manual satisface este requisito al describir las expectativas del comportamiento de los estudiantes, los planes para manejar el comportamiento de los estudiantes y las consecuencias por no cumplir con las expectativas.

SISTEMAS DE APOYO PARA LA CONDUCTA POSITIVA LA AUTÓNOMA

escuela Aspire River Oaks está comprometida a apoyar a todos los estudiantes a través de la implementación de sistemas que construyen una cultura escolar positiva. Esto incluye tanto los marcos generales de intervención como los programas de desarrollo de una cultura y un comportamiento positivo específicos. Algunos sistemas específicos que usamos incluyen:

Sistemas de apoyo de varios niveles (MTSS):

MTSS es la próxima evolución de Respuesta a la Intervención, que se enfoca mucho más en el niño en su totalidad y crea un sistema de apoyo escalonado que tiene en cuenta no solo académico o necesidades de comportamiento, pero también el impacto del medio ambiente en estas necesidades.

Prácticas informadas sobre el trauma:

reconocemos el impacto real que tiene el trauma en los estudiantes individuales y en nuestra comunidad en general. River Oaks Charter School se esfuerza por utilizar prácticas informadas sobre el trauma, incluida la creación de aulas que sean predecibles y consistentes, para que el entorno de nuestros estudiantes sea un espacio seguro para el aprendizaje.

Prácticas Restaurativas (RP):

RP promueve relaciones positivas y la construcción de la comunidad al mismo tiempo que brinda oportunidades significativas para que los miembros de la comunidad escolar compartan la responsabilidad de hacer de nuestras escuelas un entorno seguro y enriquecedor. Las prácticas restaurativas se utilizan en todos los niveles de apoyo e intervención para crear una cultura escolar positiva, disciplina alternativa y cambio.

Aprendizaje socioemocional (SEL) Nuestro enfoque para el aprendizaje social y emocional (SEL) es crear un clima y una cultura escolar positivos y fomentar el crecimiento social y emocional de nuestros estudiantes y compañeros de equipo mediante la adopción de un enfoque intencional en la integración de SEL en toda nuestra pirámide educativa. Aspire avanzará con la adopción de TK-12 en todo Aspire y la implementación de los principios y la programación de SEL. Nuestro Programa de Aprendizaje Social y Emocional es un elemento clave en el avance de nuestros esfuerzos de Equidad en Aspire, asegurando que cada estudiante reciba los tipos y el nivel apropiado de apoyo que necesitan para alcanzar su potencial.

Aspire se compromete a apoyar el desarrollo social y emocional de nuestros estudiantes para que sean ciudadanos solidarios y productivos. Participamos en prácticas culturalmente receptivas y equitativas en nuestras comunidades de estudiantes, familias y compañeros de equipo para cultivar las siguientes habilidades de por vida en cada académico y educador de Aspire:

- Manejar las emociones y el comportamiento rs
- Sentir y expresar empatía y compasión por los demás
- Tomar decisiones responsables
- Establecer y lograr metas positivas

River Oaks Charter School utiliza programas SEL comprobados y otras técnicas para incluir SEL en nuestro programa diurno regular. Este programa se suma a las muchas otras oportunidades de cultura y desarrollo de habilidades que ocurren en la escuela de su hijo.

Toolbox: Toolbox es un programa que enseña a los niños a manejar su propio éxito emocional y social.

La idea es que hay 12 capacidades humanas en cada uno de nosotros, de ahí provienen las 12 herramientas. Estas herramientas ayudan a desarrollar habilidades de autoconciencia, autogestión y construcción de relaciones, lo que a su vez ayuda a fomentar la toma de decisiones responsable.

RULER: RULER (Reconocer, comprender, etiquetar, expresar y regular las emociones) es un enfoque de PreK-12 para el aprendizaje social y emocional que desarrolla la inteligencia emocional en estudiantes y adultos y prepara a los adultos para modelar estas habilidades y crear un clima emocional saludable y de apoyo para estudiantes.

REFERENCIA: Política de la Mesa Directiva 5031 -Aprendizaje Socioemocional El

CICLO DE MANEJO DEL COMPORTAMIENTO DE

personal deberá hacer cumplir las reglas y procedimientos disciplinarios de manera justa y consistente entre todos los estudiantes. Estas reglas y procedimientos describirán claramente las expectativas disciplinarias de la escuela Aspire, y se imprimirán y distribuirán como parte de las notificaciones anuales que se envían a cada estudiante al comienzo del año escolar.

La disciplina incluye, pero no se limita a, asesorar y consultar con los estudiantes, consultar con los padres / tutores, detención durante y después del horario escolar, uso de entornos educativos alternativos, suspensión y expulsión.

El castigo corporal no se utilizará como medida disciplinaria contra ningún estudiante. El castigo corporal incluye infligir intencionalmente o causar intencionalmente dolor físico a un estudiante. Para los propósitos de estas regulaciones, el castigo corporal no incluye el uso de fuerza por parte de un empleado que sea razonable y necesario para proteger al empleado, estudiantes, personal u otras personas o para prevenir daños a la propiedad escolar.

PAUTAS DE EXPECTATIVAS DE COMPORTAMIENTO

Los estudiantes deben recordar que son responsables de sus propias acciones y tendrán que acatar las consecuencias, tanto positivas como negativas, de esas acciones. Los estudiantes serán responsables de su comportamiento en la escuela y durante cualquier actividad patrocinada por la escuela. El personal será responsable del refuerzo positivo, la coherencia y el modelado del

comportamiento apropiado. Los estudiantes aprenderán a tomar decisiones y resolver problemas de manera eficaz, demostrando elementos de autodirección, responsabilidad y autodisciplina. Todo este proceso se basa en el respeto de cada adulto y estudiante visto como una persona que tiene dignidad y valor como individuo.

Cada escuela será un lugar seguro y ordenado para que nuestros estudiantes reciban una educación de calidad. Los estudiantes, los padres y el personal de la escuela deben compartir la misma responsabilidad para crear el mejor entorno educativo posible. La comunicación abierta y honesta con los estudiantes, los padres y el personal de la escuela es la mejor manera de lograr este objetivo.

Para alcanzar las metas y objetivos de esta escuela, se espera que usted:

- SEA RESPONSABLE, SEA RESPETUOSO Y ESTÉ SEGURO comportándose con respeto y mostrando respeto a los demás.
- CUMPLIR con todas las leyes federales, estatales, del condado y de la ciudad.
- SEGUIR LOS PROCEDIMIENTOS DISCIPLINARIOS ADICIONALES contenidos en el Manual de la familia estudiante y según lo desarrollado por el Consejo Escolar (anteriormente Consejo Asesor Escolar).
- SIGA LAS REGLAS que se aplican a clases y materias específicas. Estas reglas se darán a conocer a los estudiantes y padres, por escrito, al comienzo del año escolar.

No se permite lo siguiente:

- Posesión, uso, distribución o estar bajo la influencia de drogas (ilegales o recetadas) o alcohol.
- Posesión, uso o distribución de productos de tabaco o cigarrillos.
- Posesión o uso de armas de fuego, armas, explosivos, fuegos artificiales o cualquier otro artículo capaz de dañar a cualquier persona o propiedad (o cualquier artículo que pueda crear la impresión de tal daño).
- Actividades relacionadas con pandillas, como "lanzar carteles" e intimidación grupal o afiliación a pandillas.
- Peleas, bromas, golpes, ruidos fuertes o amenazas hacia cualquier persona o grupo, incluso si tienen la intención de ser una broma o un juego.
- W, Asting dañar, desfigurar o destruir cualquier propiedad de la escuela o la propiedad de otra persona. Está prohibido el graffiti. No destruya ni escriba en edificios escolares, terrenos o propiedades.
- Litar en la propiedad de la escuela y mantener la comida, las bebidas y el chicle fuera de las aulas y pasillos. Coma solo en áreas aprobadas y tenga solo agua en las aulas.
- Uso de discurso y lenguaje de odio, incluida la palabra N, comentarios homofóbicos y referencias despectivas a un grupo por su raza o etnia.
- Acoso sexual o mala conducta
- Intimidación, incluido lo que se publica en las redes sociales

REFERENCIAS: Políticas y reglamentos administrativos de la Junta:

- 08-024: Acoso sexual
- 6-005 Campus libre de humo
- 3513.4: Drogas y alcohol
- 3515.4 (a): Recuperación por pérdida de propiedad o Daño
- 08-018: Discriminación, acoso, intimidación y acoso Política
- 5131.7: Armas e instrumentos peligrosos

- 5145.2: Libertad de palabra y expresión

EXPECTATIVAS PARA EL ÉXITO ESTUDIANTIL

escolares Cada escuela ha adoptado reglas comunes que se aplican en todos los salones de clases y en todo momento. Estas reglas comunes son:

1. Siga las instrucciones de todo el personal en todo momento.
2. Luzca profesional en todo momento. Por favor revise la sección del código de vestimenta si tiene preguntas.
3. Use un lenguaje positivo: no burlas, intimidación, blasfemias o insultos, etc.
4. Mantenga las manos, los pies y los objetos para usted mismo: no provoque o pelee, etc.
5. Cuide la escuela y la propiedad de otras personas: no tire basura, mastique chicle o desfiguración de la propiedad. Coma solo en áreas aprobadas y tenga solo agua en las aulas.

ALTERNATIVAS A LA SUSPENSIÓN LA

suspensión se impondrá solo cuando otros medios de corrección no logren una conducta adecuada. Sin embargo, un alumno, incluido un individuo con necesidades excepcionales, como se define en la Sección 56026, puede ser suspendido por cualquiera de las razones enumeradas en la Sección 48900 en la primera infracción, si el director o superintendente de las escuelas determina que el alumno violó la subdivisión (un), (b), (c), (d), o (e) de la Sección 48900 del Código de Educación (ver más abajo bajo motivos de suspensión para más detalles) o que la presencia del alumno causa un peligro a las personas. [Código de Educación § 48900.5]

A discreción de un administrador, un estudiante puede completar cualquier combinación de (pero no limitado a) las siguientes alternativas a la suspensión enumeradas a continuación:

- proyecto de investigación
- Presentación del
- Embellecimiento del campus
- Reunión familiar osombra
- Servicio comunitario en la
- Registro / verificación -Out

La alternativa a la suspensión debe completarse durante el período de tiempo determinado por el administrador.

CONTRATOS DE

comportamiento Un contrato de comportamiento es un acuerdo entre la administración, el maestro, el estudiante y los padres del estudiante que establece límites para el comportamiento del estudiante, describe las consecuencias de las malas decisiones y apoya a los estudiantes a desarrollar y mantener un comportamiento positivo.

SUSPENSIÓN LA

suspensión es la remoción temporal de un estudiante de la instrucción de la clase por motivos de ajuste o disciplinarios.

Los estudiantes suspendidos o expulsados serán excluidos de todas las actividades escolares y relacionadas con la escuela a menos que se acuerde lo contrario durante el período de suspensión o expulsión. Los estudiantes que vienen a la escuela durante el período de su suspensión o expulsión pueden recibir más medidas disciplinarias.

Excepto en los casos en que la suspensión por la primera infracción esté justificada de acuerdo con la ley, cada escuela considerará la suspensión de la escuela solo cuando otros medios de

corrección no hayan tenido éxito o cuando la presencia del estudiante constituya un peligro para las personas o la propiedad o perturbe seriamente el proceso educativo.

Autoridad para suspender

1. Un maestro puede suspender a un estudiante solo del salón de clases del maestro durante el día de la suspensión más el siguiente día escolar.
2. El director o la persona designada por el director puede suspender a un estudiante de la clase, las clases o el campus de la escuela por un período que no exceda los cinco días escolares.
3. El director ejecutivo o su designado puede extender la suspensión de un estudiante en espera de la decisión final del Panel Administrativo de Aspire sobre una recomendación de expulsión.
4. Un estudiante con un IEP que está siendo considerado para expulsión puede ser suspendido por diez (10) días consecutivos en espera de una evaluación y una reunión del Equipo del IEP. La suspensión también puede extenderse en espera de la decisión final del Panel Administrativo de Aspire sobre una recomendación de expulsión. En caso de que las suspensiones acumulativas de un estudiante de educación especial en el año escolar excedan los 10 días, la LEA debe proporcionar FAPE durante los días posteriores de suspensión. El equipo del IEP determina la oferta apropiada de FAPE para el estudiante.

Jurisdicción

Un estudiante puede ser suspendido o expulsado por mala conducta prohibida si el acto 1) ocurrió en la propiedad de Aspire o en un evento patrocinado por Aspire; 2) está relacionado con una actividad escolar de Aspire, y / o 3) Hacia o desde las actividades descritas en # 1 o # 2.

Motivos de suspensión y expulsión (Código de educación de CA)

La siguiente información se proporciona para proporcionar uniformidad dentro de Aspire en asuntos de mala conducta de los estudiantes que requieren una acción disciplinaria. Las siguientes ofensas constituyen motivo de suspensión y expulsión:

- a. (1) Causó, intentó causar o amenazó con causar daño físico a otra persona.
o (2) Usó fuerza o violencia intencionalmente sobre la persona de otro, excepto en defensa propia.
- b. Poseyó, vendió o de otra manera proporcionó un arma de fuego, cuchillo, explosivo u otro objeto peligroso, a menos que, en el caso de posesión de un objeto de este tipo, el alumno haya obtenido un permiso por escrito para poseer el artículo de un empleado escolar certificado, que está de acuerdo con el director o la persona designada por el director.
- c. Poseyó, usó, vendió o suministró ilegalmente, o estuvo bajo la influencia de, una sustancia controlada enumerada en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un intoxicante de cualquier tipo.
- d. Ofreció, arregló o negoció ilegalmente la venta de una sustancia controlada enumerada en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un intoxicante de cualquier tipo, y ya sea vendido, entregado o proporcionó a una persona otro líquido, sustancia o material y representó el líquido, sustancia o material como una sustancia controlada, bebida alcohólica o intoxicante.
- e. Cometió o intentó cometer robo o extorsión.
- f. Causó o intentó causar daños a la propiedad de la escuela o propiedad privada.
- g. Robó o intentó robar propiedad de la escuela o propiedad privada.
- h. Poseyó o usó tabaco, o productos que contienen tabaco o productos de nicotina, incluidos, entre otros, cigarrillos, puros, puros en miniatura, cigarrillos de clavo, tabaco sin humo, rapé, paquetes para masticar y betel. Sin embargo, esta sección no prohíbe el uso o posesión por parte de un alumno de los productos recetados del propio alumno.
- i. Cometió un acto obsceno o se involucró en blasfemias o vulgaridades habituales.

- j. Poseyó ilegalmente u ofreció, arregló o negoció ilegalmente la venta de parafernalia de drogas, como se define en la Sección 11014.5 del Código de Salud y Seguridad.
- k. (1) Interrumpió las actividades escolares o desafió intencionalmente la autoridad válida de los supervisores, maestros, administradores, funcionarios escolares u otro personal escolar involucrado en el desempeño de sus funciones.

(2) Salvo lo dispuesto en la Sección 48910, un alumno matriculado en el jardín de infantes o en cualquiera de los grados 1 a 3, inclusive, no será suspendido por ninguno de los actos enumerados en esta subdivisión, y esta subdivisión no constituirá motivo para que un alumno matriculado en kindergarten o en cualquiera de los grados 1 a 12, inclusive, para ser recomendado para expulsión.
- l. A sabiendas recibió propiedad escolar o privada robada.
- m. Poseía un arma de fuego de imitación. Como se usa en esta sección, "arma de fuego de imitación" significa una réplica de un arma de fuego que es sustancialmente similar en propiedades físicas a un arma de fuego existente que lleva a una persona razonable a concluir que la réplica es un arma de fuego.
- n. Cometió o intentó cometer una agresión sexual como se define en las Secciones 261, 266c, 286, 288, 288a o 289 del Código Penal o cometió una agresión sexual como se define en la Sección 243.4 del Código Penal.
- o. Acosó, amenazó o intimidó a un alumno que es un testigo denunciante o testigo en un procedimiento disciplinario escolar con el propósito de evitar que ese alumno sea testigo o tomar represalias contra ese alumno por ser testigo, o ambos.
- p. Ofreció, dispuso la venta, negoció la venta o vendió ilegalmente el medicamento recetado Soma.
- q. Participó o intentó participar en novatadas. Para los propósitos de esta subdivisión, "novatadas" significa un método de iniciación o preiniciación en una organización u organismo de alumnos, ya sea que la organización u organismo esté oficialmente reconocido por una institución educativa, que probablemente cause lesiones corporales graves o degradación personal o Deshonra que resulte en daño físico o mental a un alumno anterior, actual o futuro. Para los propósitos de esta subdivisión, "novatadas" no incluye eventos deportivos o eventos sancionados por la escuela.
- r. Participó en un acto de intimidación. Para los propósitos de esta subdivisión, los siguientes términos tienen los siguientes significados:
 - 1. "Intimidación" significa cualquier acto o conducta física o verbal grave o generalizada, incluidas las comunicaciones hechas por escrito o por medio de un acto electrónico, y que incluyen uno o más actos cometidos por un alumno o grupo de alumnos como se define en las Secciones 48900.2, 48900.3 o 48900.4, dirigido a uno o más alumnos que tiene o puede predecirse razonablemente que tendrá el efecto de uno o más de los siguientes:
 - A. Poner en miedo a un alumno o alumnos razonables de daño a la persona o propiedad de ese alumno o de esos alumnos.
 - B. Causar que un alumno razonable experimente un efecto sustancialmente perjudicial en la salud física o mental del alumno.
 - C. Causar que un alumno razonable experimente una interferencia sustancial con el rendimiento académico del alumno.
 - D. Causar que un alumno razonable experimente una interferencia sustancial con la capacidad del alumno para participar o beneficiarse de los servicios, actividades o privilegios proporcionados por una escuela.
 - 2. (A) "Acto electrónico" significa la transmisión, por medio de un dispositivo electrónico, que incluye, entre otros, un teléfono, teléfono inalámbrico u otro dispositivo de

comunicación inalámbrico, computadora o buscaperonas, de una comunicación, que incluye, entre otros, limitado a cualquiera de los siguientes:

- A. Un mensaje, texto, sonido o imagen.
 - B. Una publicación en un sitio web de Internet de una red social que incluye, entre otros:
 - i. Publicar o crear una página de grabación. "Quemar página" significa un sitio web de Internet creado con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).
 - ii. Crear una suplantación creíble de otro alumno real con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).
 1. "Suplantación creíble" significa hacerse pasar por un alumno a sabiendas y sin consentimiento con el propósito de intimidar al alumno y de tal manera que otro alumno razonablemente crea, o ha creído razonablemente, que el alumno era o es el alumno que fue suplantado.
 2. Crear un perfil falso con el propósito de tener uno o más de los efectos enumerados en el párrafo (1). "Perfil falso" significa un perfil de un alumno ficticio o un perfil que utiliza la semejanza o los atributos de un alumno real que no sea el alumno que creó el perfil falso.
2. B) No obstante lo dispuesto en el párrafo (1) y el subpárrafo (A), un acto electrónico no constituirá una conducta generalizada únicamente sobre la base de que se ha transmitido en Internet o está publicado actualmente en Internet.
 3. "Alumno razonable" significa un alumno, incluyendo, pero no limitado a, un alumno con necesidades excepcionales, que ejerce un cuidado, habilidad y juicio promedio en la conducta para una persona de la edad del alumno, o para una persona de la edad del alumno con la del alumno. necesidades excepcionales.
- t. Un alumno que ayuda o incita, según se define en la Sección 31 del Código Penal, a infligir o intentar infligir daño físico a otra persona puede estar sujeto a suspensión, pero no a expulsión, de conformidad con esta sección, excepto que un alumno que haya sido juzgado por un tribunal de menores de haber cometido, como cómplice y cómplice, un delito de violencia física en el que la víctima sufrió graves daños corporales.

Además de los motivos especificados en la Sección 48900, un estudiante de Aspire inscrito en cualquiera de los grados 4 a 12, inclusive, puede ser suspendido de la escuela o recomendado para expulsión si el director ejecutivo, la persona designada por el director general o el director de la escuela en la que se encuentra el estudiante inscrito determina que el estudiante:

- Cometió acoso sexual como se define en la sección 212.5 del Código de Educación. [Código de Educación § 48900.2]
- Causó, intentó causar, amenazó con causar o participó en un acto de violencia de odio como se define en la subdivisión (e) de la Sección 233 del Código de Educación. [Código de Educación § 48900.3] Participar
- intencionalmente en acoso, amenazas o intimidación, dirigidos contra cualquier miembro del personal o estudiantes de Aspire, que sean lo suficientemente graves o generalizados como para tener el efecto real y razonablemente esperado de interrumpir materialmente el trabajo de clase, crear un desorden sustancial e invadir el derechos del personal de la escuela o de los estudiantes mediante la creación de un entorno educativo intimidante u hostil. [Código de Educación § 48900.4]
- Hizo amenazas terroristas contra funcionarios escolares o propiedad escolar. [Código de Educación § 48900.7]

- Poseyó o usó cualquier dispositivo de señalización electrónica que opera a través de la transmisión o recepción de ondas de radio, incluidos, entre otros, equipos de localización y señalización, teléfonos celulares, buscaperonas, dispositivos de juego, láseres, punteros láser, y dispositivos para reproducir música mientras los estudiantes están en el campus o asistiendo a una actividad patrocinada por la escuela, o mientras están bajo la supervisión y control de cualquier empleado de Aspire. [Código de Educación § 48901.5 (a)]

Procedimientos en casos que requieren suspensión

1. Investigación del incidente: el administrador del plantel escolar o el maestro investiga el incidente y determina si amerita suspensión o no.
2. Determinación de la duración de la suspensión: el administrador del plantel escolar determina la duración adecuada de la suspensión junto con la política escolar local y los planes de gestión disciplinaria específicos de la escuela (máximo de cinco días escolares consecutivos). [Código de Educación § 48911 (a)]

El número total de días por los cuales un estudiante puede ser suspendido de la escuela no debe exceder los 20 días escolares en cualquier año escolar. [Código de Educación § 48903 (a)]

3. Notificaciones legales-Antes de la suspensión o expulsión de cualquier estudiante, el director o la persona designada deberá notificar a las autoridades policiales correspondientes de la ciudad o del condado sobre cualquier acto de agresión estudiantil que pueda haber violado la sección 245 del Código Penal. [Código de Educación § 48902]

El director o la persona designada también notificará a las autoridades policiales correspondientes de la ciudad o el condado de cualquier acto de los estudiantes que pueda involucrar la posesión o venta de narcóticos o de una sustancia controlada o posesión de armas o armas de fuego en violación de las secciones del Código Penal. 626.9 y 626.10. [Código de Educación § 48902]

Dentro de un día escolar después de la suspensión o expulsión de un estudiante, el director o su designado notificará a las autoridades policiales apropiadas de la ciudad o condado, por teléfono u otro medio apropiado, de cualquier acto del estudiante que pueda violar la sección 48900 del Código de Educación (c) o (d), relacionados con la posesión, uso, oferta o venta de sustancias controladas, alcohol o intoxicantes de cualquier tipo. [Código de Educación § 48902]entregue a Cuando el director u otro funcionario escolar un estudiante a un oficial de orden público con el propósito de sacar al estudiante de las instalaciones de la escuela (después de la liberación), el director u otro funcionario escolar tomará medidas inmediatas para notificar al padre, tutor o pariente responsable del estudiante con respecto a la entrega del menor al oficial, y con respecto al lugar al que supuestamente se lleva al menor. **Nota:** La responsabilidad de notificar al padre, tutor u otro familiar responsable sobre la liberación de un estudiante no se aplica a la liberación de un estudiante que ha sido puesto bajo custodia como víctima de sospecha de abuso infantil. [Código de Educación § 48906]

4. Conferencia de suspensión: la suspensión será precedida, si es posible, por una conferencia conducida por el director o su designado con el estudiante y el padre del estudiante y, cuando sea práctico, el maestro, supervisor o empleado de la escuela que refirió al estudiante a el director.
5. Aviso de suspensión- El director o su designado deben completar un formulario de Notificación de suspensión de Aspire. El padre recibirá un aviso por escrito de la suspensión utilizando este formulario. El Aviso de suspensión de Aspire sirve como notificación por escrito de la suspensión del estudiante e indica la fecha de regreso después de la suspensión. Este aviso deberá indicar la ofensa específica cometida por el estudiante. Además, el aviso también puede indicar la fecha y hora en que el estudiante puede regresar a la escuela.

Una copia de este formulario se almacena en el sistema de disciplina de OnCourse; los avisos de suspensión no deben colocarse en el archivo acumulativo del estudiante.

Proceso de apelación

Un estudiante o los padres / tutores del estudiante pueden apelar esas acciones disciplinarias, además de la expulsión, impuestas a un estudiante por las ofensas relacionadas con la escuela del estudiante.

- Las apelaciones deben hacerse primero por escrito a nivel escolar y deben dirigirse al director. El director o la persona designada por el director intentará resolver la apelación con una respuesta por escrito dentro de los diez (10) días escolares.
- Después de la apelación a nivel escolar, si se desea más apelación, la apelación debe hacerse a la oficina central de Aspire y debe dirigirse al director ejecutivo o designado (Gerente Regional de Servicios Estudiantiles) para su resolución con una respuesta por escrito dentro de los quince (15) días de colegio.
- Después de la apelación al nivel administrativo de Aspire, si se desea una revisión adicional, la apelación se puede enviar al Comité Ejecutivo de Aspire para su resolución con una respuesta por escrito dentro de los 20 días escolares.

Si se rechaza cualquier apelación, el padre puede colocar una refutación por escrito a la acción en el archivo del estudiante.

EXPULSIÓN LA

expulsión es la remoción involuntaria de un estudiante de todas las escuelas Aspire y programas Aspire por actos de mala conducta específica.

Excepto por actos únicos de naturaleza grave [enumerados en la sección 48915 (a) o (c) del Código de Educación], la expulsión solo debe usarse cuando:

- hay un historial de mala conducta,
- otras formas de disciplina (incluida la suspensión) no han logrado traer sobre la conducta adecuada;
- o cuando la presencia del estudiante causa un peligro continuo para otros estudiantes.

Autoridad para expulsar

Un estudiante puede ser expulsado por el Panel Administrativo de Aspire. El Panel Administrativo constará de al menos tres miembros que estén certificados y no sean un maestro o director del alumno ni un miembro de la Junta Directiva de Aspire. El Panel Administrativo de Aspire puede recomendar la expulsión de cualquier estudiante que haya cometido una infracción de suspensión o expulsión.

Mientras esté bajo expulsión, un estudiante no puede inscribirse en otra escuela Aspire sin la aprobación de la Junta Directiva de Aspire. Al final del período de expulsión de un estudiante expulsado, un estudiante no puede inscribirse en una escuela Aspire sin la aprobación de la Junta Directiva de Aspire a través del proceso de readmisión.

La colocación educativa de un estudiante expulsado durante su período de expulsión queda a discreción del Distrito de Residencia o del distrito autorizador.

OFENSAS

Expulsables Expulsión Obligatoria

El Director o CEO (o la persona designada por el CEO) suspenderá inmediatamente y recomendará la expulsión de un estudiante que se haya determinado que ha cometido cualquiera de los siguientes actos en la escuela o en una actividad patrocinada por la escuela mientras estaba

bajo la jurisdicción de la escuela. El Panel Administrativo de Aspire también expulsará al estudiante.

La expulsión obligatoria no requiere una segunda determinación de hecho. [Código de Educación § 48915 (c)]

- Posesión, venta o suministro de un arma de fuego, a menos que el alumno haya obtenido permiso previo por escrito para poseer el arma de fuego de un empleado escolar certificado
- Blandir un cuchillo a otra persona \ Vender ilegalmente una sustancia controlada enumerada en Salud y Código de Seguridad §§ 11053-11058
- Cometer o intentar cometer una agresión sexual o cometer una agresión sexual
- Poseer una explosiva
- recomendación obligatoria de expulsión

El director o director ejecutivo (o la persona designada por el director ejecutivo) suspenderá inmediatamente y recomendará la expulsión de un estudiante que se ha determinado que ha cometido cualquiera de los siguientes actos en la escuela o en una actividad patrocinada por la escuela mientras estaba bajo la jurisdicción de la escuela. El Panel Administrativo de Aspire puede ordenar la expulsión del estudiante.

La recomendación obligatoria para la expulsión requiere una segunda determinación de hecho. [Código de Educación § 48915 (a)]

- Causar lesiones físicas graves a otra persona, excepto en defensa propia [Ed. Code § 48900 (a)]
- Posesión de cualquier cuchillo como se define en el Código de Educación § 48915 (g), explosivo u otro objeto peligroso sin uso razonable para el estudiante
- Posesión ilegal de cualquier sustancia controlada, como se enumera en el Código de Salud y Seguridad §§ 11053-11058, excepto por la primera ofensa por posesión de no más de una onza avoirdupois de marihuana, que no sea cannabis concentrado [Ed. Code § 48900 (c)]
- Robo o extorsión [Ed. Code § 48900 (g)]
- Asalto o agresión a cualquier empleado de la escuela según se define en (Código Penal §§ 240 y 242)
- Recomendación permisiva para la expulsión: requiere una segunda determinación de los hechos

Por recomendación del director o director ejecutivo (o la persona designada por el director ejecutivo) , el Panel Administrativo de Aspire puede ordenar la expulsión de un estudiante al descubrir que el alumno, en la escuela o en una actividad patrocinada por la escuela dentro o fuera de la escuela, violó cualquiera de los actos de suspensión enumerados bajo suspensión.

SUSPENSIÓN Y EXPULSIÓN DE ESTUDIANTES CON NECESIDADES ESPECIALES: DETERMINACIÓN DE MANIFESTACIÓN

Si un estudiante con una discapacidad (calificado por IDEA o Sección 504) es suspendido por diez o más días escolares (incluyendo suspensión dentro y fuera de la escuela) o se recomienda su expulsión, garantías procesales para que el estudiante requiera un equipo para reunirse. Las suspensiones en la escuela no cuentan para los diez días de remoción si se aplican las tres condiciones siguientes: 1) El estudiante puede continuar progresando en el plan de estudios de educación general; 2) El estudiante recibe los servicios enumerados en su IEP; y 3) El estudiante puede participar con sus compañeros de educación general en la medida que lo dicte su IEP. La "Reunión de determinación de manifestación IEP / 504" determinará si la mala conducta fue causada directamente por la discapacidad del estudiante y / o si el IEP o el plan 504 se estaban

implementando correctamente. Si se determina en la reunión que la discapacidad no tuvo un efecto causal directo sobre la mala conducta, y el IEP / 504 se estaba implementando correctamente, entonces el estudiante puede ser disciplinado de la misma manera que un estudiante sin discapacidades.

POLÍTICA DE ACOSO E INTIMIDACIÓN

Aspire Public Schools se compromete a proporcionar un entorno de aprendizaje libre de discriminación, acoso sexual, acoso, intimidación o acoso de cualquier tipo. El acoso, el acoso sexual, la discriminación, la intimidación o el acoso de cualquier estudiante por parte de otro estudiante, empleado o maestro está prohibido. La escuela tratará las alegaciones de acoso con seriedad y revisará e investigará tales acusaciones de manera rápida, confidencial y exhaustiva. Esta política incluye los casos que ocurren en cualquier área del campus de la escuela, en eventos y actividades patrocinados por la escuela, independientemente de la ubicación, a través de tecnología propiedad de la escuela y a través de otros medios electrónicos.

Según se utiliza en esta política, la discriminación, el acoso sexual, el acoso, la intimidación y el acoso se describen como la conducta intencional, incluida la comunicación verbal, física, escrita o el acoso cibernético, incluido el acoso sexual cibernético, según las características reales o percibidas de la discapacidad, embarazo, género, identidad de género, expresión de género, nacionalidad, ascendencia, raza o etnia, religión, afiliación religiosa, orientación sexual, parto o afecciones médicas relacionadas, estado civil, edad o asociación con una persona o grupo con uno o más de estas características reales o percibidas o cualquier otra base protegida por leyes, ordenanzas o reglamentos federales, estatales o locales. Además, la intimidación abarca cualquier conducta descrita en las definiciones establecidas en esta Política. De ahora en adelante, dichas acciones se denominan "mala conducta prohibida por esta Política".

REFERENCIA: Política de la Junta y Reglamento Administrativo: 08-018: Política de Discriminación, Acoso, Intimidación y Acoso

Sexual

Título IX (20 USC § 1681 et. Seq; 34 CFR § 106.1 et. Seq) y la ley del estado de California prohíbe el acoso sobre la base de del sexo. De acuerdo con estas leyes vigentes, se prohíbe la discriminación por motivos de sexo en las instituciones educativas. Todas las personas, independientemente de su sexo, gozan de los mismos derechos y oportunidades y están libres de discriminación ilegal en los programas o actividades educativas que lleva a cabo Aspire.

Incluye insinuaciones sexuales no deseadas, solicitud de favores sexuales y otra conducta verbal o física de naturaleza sexual cuando ocurre cualquiera o todas las siguientes situaciones: La

1. sumisión a dicha conducta se hace explícita o implícitamente como un término o condición del estado o progreso académico del estudiante. ;
2. La sumisión o el rechazo de dicha conducta por parte de un estudiante se utiliza como base de las decisiones académicas que afectan al individuo;
3. Tal conducta tiene el propósito o efecto de tener un impacto negativo en el desempeño académico del individuo o crear un ambiente educativo intimidante, hostil u ofensivo; y / o la

4. sumisión o el rechazo de la conducta del individuo se utiliza como base para cualquier decisión que afecte al individuo con respecto a los beneficios y servicios, honores, programas o actividades disponibles en o a través de la institución educativa.

También es ilegal tomar represalias de cualquier manera contra una persona que haya expresado de buena fe una preocupación por el acoso sexual contra ella o contra otra persona.

El acoso también incluye represalias por denunciar o amenazar con denunciar dicho acoso. Las ilustraciones de acoso y acoso sexual anteriores no deben interpretarse como una lista exhaustiva de actos prohibidos bajo esta Política.

Es responsabilidad de Aspire:

1. Implementar esta política a través de reuniones periódicas con todos los administradores, asegurándose de que comprendan la política y su importancia. Hacer que
2. todos los profesores, personal, estudiantes y padres conozcan esta política y el compromiso de la escuela con su estricto Cumplimiento
3. Permanezca atento a las condiciones que creen o puedan dar lugar a un entorno escolar hostil u ofensivo. Establezca
4. prácticas diseñadas para crear un entorno escolar libre de discriminación, intimidación, acoso sexual o
5. acoso. Designar un Coordinador a quien cualquier empleado o estudiante que crea que ha sido sujeto a mala conducta prohibida por esta Política puede informar inmediatamente dicha mala conducta.

Es responsabilidad del estudiante:

1. Conducirse de una manera que contribuya a un ambiente escolar positivo
2. Evitar cualquier actividad que pueda considerarse discriminatoria, intimidante o acosadora
3. Considere informar inmediatamente a cualquier persona que lo acose. El comportamiento es ofensivo y no
4. deseado. Reportar todos los incidentes de discriminación o acoso al director. Si se le
5. informa que él / ella / ellos se percibe que participa en una conducta discriminatoria, intimidante, acosadora o no deseada, para interrumpir esa conducta de inmediato.

Para preguntas o quejas, comuníquese con el Título IX Oficial:

director regional de Servicios Estudiantiles o Designado
1001 22nd Ave
Oakland, CA 94606
510-434-5000
BA_TitleIX@aspirepublicschools.org

director regional de Servicios Estudiantiles o Designado
3311 E. Morada Lane,
Stockton, CA 95212
209-647-3047
CV_TitleIX @ aspirepublicschools.org

Director regional de servicios estudiantiles o persona designada
5901 E. Slauson Avenue
Commerce, CA
90040323-837-9920
LA_TitleIX @ a spirepublicschools.org

REFERENCIA: Política de la Junta y Reglamento Administrativo 08-024: Acoso sexual Acoso de personas

transgénero

De acuerdo con el Código de Educación (§ 221.5), las Escuelas Públicas de Aspire aseguran que los jóvenes transgénero reciban protección contra el acoso, incluido

- el derecho a la privacidad en el sentido de que ningún personal escolar compartir la información personal de un estudiante con otros estudiantes.
- El derecho a discutir y expresar abiertamente su identidad y expresión de género, y a decidir cuándo, con quién y cuánta información compartir.
- Todos los registros oficiales de la escuela deben mantener el nombre y el sexo del estudiante asignados al nacer, a menos que se proporcione a la escuela un documento judicial legal.
- Se hará referencia a los estudiantes por su nombre de preferencia en registros no oficiales y al completar el formulario de equidad de género (disponible a pedido). Los padres pueden solicitar que los estudiantes se inscriban con su nombre y género de preferencia. El
- personal y los estudiantes se esforzarán por dirigirse adecuadamente a los estudiantes con su nombre de preferencia y el pronombre de género apropiado en todas las comunicaciones. La falta persistente de referirse sistemáticamente al estudiante usando el nombre apropiado y el pronombre de género se interpretará como negación de la identidad de género del estudiante y una forma de acoso.
- Todos los estudiantes pueden usar el baño que corresponda a su identidad de género en la escuela. Cualquier estudiante también puede usar un baño de género neutro.
- Si las clases son específicas de género, los estudiantes se ubicarán en la sección que corresponda a su identidad de género.
- La participación en deportes se regirá por las reglas y políticas establecidas en las organizaciones patrocinadoras.
- La participación en todos los clubes y actividades estará abierta a todos los estudiantes.
- El código de vestimenta es neutral en cuanto al género y los estudiantes transgénero pueden vestirse de acuerdo con su identidad de género.

Intimidación relacionada con la identidad transgénero se abordarán de forma rápida y se considera una violación del Código de Educación § 48900 (r) descritos anteriormente

REFERENCIA: Reglamento del Consejo y el Reglamento Administrativo 5145.3: Transgénero acoso

BÚSQUEDAS

vestimenta de un estudiante, la propiedad personal, propiedad del vehículo o en la escuela, incluyendo libros, escritorios y casilleros de la escuela, pueden ser registrados por un director o una persona designada por el director que tenga una sospecha razonable de que un estudiante posee artículos ilegales o artículos obtenidos ilegalmente (Código de Educación 49050-49051). Estos pueden incluir sustancias ilegales, parafernalia de drogas, armas u otros objetos o

sustancias que pueden ser perjudiciales para el estudiante o para otros. **Los artículos poseídos ilegalmente serán confiscados y pueden ser entregados a la policía.**

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 5145.12: Búsqueda e Incautación de

ESTUDIANTES JURISDICCIÓN ESCOLAR: AGENCIA E INTERROGATORIO POLICIAL LA protección de los derechos de los estudiantes se equilibrará con la responsabilidad de las Escuelas Públicas de Aspire de cooperar con la policía local y los funcionarios de la agencia en la investigación de actividades ilegales. Inherente al proceso de cooperación es el reconocimiento de la función de las escuelas y el respeto a los derechos civiles y constitucionales de los estudiantes (Códigos de Educación 48902, 48906). Cuando sea apropiado, el personal de la escuela intentará llamar a los padres / tutores para notificarles del interrogatorio con anticipación.

En asuntos que involucren amenazas a la seguridad de los estudiantes o el personal, los agentes de la ley específicamente convocados por los administradores o que los administradores les pidan que permanezcan en las instalaciones de la escuela están autorizados a actuar como agentes de la escuela, a menos que dicha autoridad se retire explícita y específicamente. Al actuar en nombre de Aspire, los oficiales tendrán el alcance total de autoridad para tratar con los estudiantes que el director tendría en tales situaciones.

REFERENCIA: Política de la Junta y Regulación Administrativa 5145.11: Interrogación y aprehensión por parte de las fuerzas del orden

RESPUESTA A LA APLICACIÓN DE LEY DE INMIGRACIÓN

La Junta de Educación está comprometida con el éxito de todos los estudiantes y cree que cada sitio escolar debe ser un lugar seguro y acogedor para todos los estudiantes y sus familias independientemente de su ciudadanía o estatus migratorio. (Código de Educación 200, 220, 234.1, 234.7)

Ningún forastero, lo que incluiría a los agentes de inmigración, deberá entrar o permanecer en los terrenos escolares de Aspire durante el horario escolar sin haberse registrado con el director o su designado. Aspires adoptará medidas para responder a los forasteros que eviten las interrupciones del aula y preserven la conducción pacífica de las actividades de la escuela, de acuerdo con las circunstancias y prácticas locales. Aspire colocará letreros en la entrada de los terrenos de la escuela para notificar a las personas ajenas al horario y los requisitos de inscripción. El personal de Aspire informará la entrada de los oficiales de inmigración a cualquier policía escolar en el lugar u otro administrador apropiado, según se requiera para cualquier visitante externo inesperado o no programado que ingrese al campus

Notificación a los padres sobre las acciones de cumplimiento de la ley de inmigración Política El personal de Aspire debe recibir el consentimiento del el padre o tutor del estudiante antes de que un estudiante pueda ser entrevistado o registrado por cualquier oficial que busque hacer cumplir las leyes de inmigración civil en la escuela, a menos que el oficial presente una orden judicial válida y efectiva firmada por un juez, o presente una orden judicial válida y efectiva. El personal de Aspire notificará inmediatamente a los padres o tutores del estudiante si un oficial de la ley solicita o obtiene acceso a un estudiante para fines de cumplimiento de la ley de inmigración, a

menos que dicho acceso haya cumplido con una orden judicial o citación que restrinja la divulgación de la información al padre o guardián.

Responder a la detención o deportación de un miembro de la familia de un estudiante
Aspire fomentará que las familias y los estudiantes tengan y conozcan sus números de teléfono de emergencia y sepan dónde encontrar documentación importante, incluidos certificados de nacimiento, pasaportes, tarjetas del Seguro Social, información de contacto de los médicos, listas de medicamentos , listas de alergias, etc., que les permitirán estar preparados en caso de que algún familiar sea detenido o deportado. Aspire permitirá que los estudiantes y las familias actualicen la información de contacto de emergencia de los estudiantes según sea necesario durante el año escolar y proporcionará contactos alternativos si no hay un padre o tutor disponible.

Aspire se asegurará de que las familias puedan incluir la información de un tutor adulto de confianza identificado como contacto de emergencia secundario en caso de que el padre o tutor de un estudiante sea detenido.

Aspire comunicará a las familias que la información proporcionada en las tarjetas de emergencia solo se utilizará en respuesta a situaciones de emergencia específicas y no para ningún otro propósito.

En el caso de que el padre / tutor de un estudiante haya sido detenido o deportado por las autoridades federales de inmigración, Aspire utilizará la información de contacto de la tarjeta de emergencia del estudiante y entregará al estudiante a las personas designadas como contactos de emergencia. Alternativamente, Aspire entregará al estudiante a la custodia de cualquier individuo que presente una Declaración Jurada de Autorización del Cuidador en nombre del estudiante. Aspire solo se comunicará con los Servicios de Protección Infantil si el personal de Aspire no logra coordinar el cuidado oportuno del niño a través de la información de contacto de emergencia que tiene la escuela, una Declaración Jurada de Autorización del Cuidador u otra información o instrucciones transmitidas por el padre o tutor.

REFERENCIA: Política de la Junta y Regulación Administrativa 5145.13: Respuesta a las autoridades de inmigración

POSESIÓN DE ARMAS U OBJETOS PELIGROSOS

Es una violación de la ley estatal y de las políticas y regulaciones de Aspire Public School que cualquier persona lleve un arma de fuego, arma u otro objeto peligroso en las instalaciones de la escuela , transporte proporcionado por la escuela o áreas de otras instalaciones que se utilizan para actividades escolares (Código de Educación 48902; Código Penal 245, 626.9, 626.10; 20 USC 7151).

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 5131.7 Armas e Instrumentos Peligrosos

ESCUELAS LIBRES DE DROGAS, ALCOHOL Y TABACO POLÍTICA LASLIBRES DE

escuelas Aspire son campus 100% drogas, alcohol y tabaco (Código de Educación 48901, 48909). La política de drogas / alcohol de Aspire garantiza un campus libre de drogas y alcohol al tiempo que permite a los estudiantes que luchan con el abuso de drogas y / o alcohol recibir el tratamiento que necesitan. El administrador del sitio escolar tiene la discreción de recomendar la expulsión de los estudiantes involucrados con drogas / alcohol o ingresar a dichos estudiantes en un período de prueba disciplinaria. Se recomienda que la expulsión no sea una recomendación de la escuela por la primera infracción de posesión de marihuana (excepto en casos de cantidades que hacen que sea razonable concluir la posesión con la intención de distribuir).

REFERENCIA: Política de la Junta y Regulación Administrativa 6-005 (campus libre de humo) y 3513.4 (política de drogas y alcohol)

OTROS ARTÍCULOS PROHIBIDOS LOS

estudiantes no pueden traer juegos, juguetes o tarjetas coleccionables a la escuela para usar durante la clase. Los teléfonos celulares, reproductores de MP3, dispositivos de mano personales y dados también están sujetos a ser retirados. Los artículos prohibidos se devolverán solo a un padre o tutor después de la primera infracción. Las ofensas repetidas resultarán en que los artículos sean retirados y no devueltos hasta el final del año escolar.

RESPONSABILIDAD PERSONAL POR LOS ARTÍCULOS LOS

estudiantes son responsables de mantener los artículos personales. Aspire no es responsable por la pérdida o rotura de los artículos personales del estudiante en la escuela, a menos que dichos artículos estén en posesión de un miembro del personal de Aspire en el momento en que se pierdan, roben o rompan.

APOYOS Y PROTECCIONES PARA ESTUDIANTES

SECCIÓN 504 PLAN LA

sección 504 de la Ley de Rehabilitación de 1973 establece que no hay personas discapacitadas calificadas en los Estados Unidos. . . será excluido, únicamente por razón de su discapacidad, de la participación en, se le negarán los beneficios o será objeto de discriminación en cualquier programa o actividad que reciba asistencia financiera federal. (29 USC 794)

- Cumplimiento supervisado por la Oficina de Derechos Civiles.
- Se aplica a todas las instituciones que reciben asistencia financiera federal, como las escuelas públicas.
- Las escuelas están obligadas a proporcionar una "educación pública apropiada y gratuita" (FAPE) a los niños con una discapacidad.

La Sección 504 prohíbe la discriminación mientras asegura que los estudiantes discapacitados tengan oportunidades educativas y beneficios iguales a los que se brindan a los estudiantes sin discapacidades. **Si desea saber más sobre los planes 504 u otros tipos de asistencia disponibles para su estudiante, comuníquese con su director.**

REFERENCIA: Política de la Junta y Regulación Administrativa 6164.6: Identificación y educación bajo la Sección 504

EDUCACIÓN ESPECIAL

Las escuelas públicas Aspire atienden a todos los estudiantes, independientemente de su discapacidad, y brindan servicios de educación especial a los estudiantes que son elegibles según la Ley de Educación para Personas con Discapacidades. Las escuelas están obligadas a proporcionar una "educación pública gratuita y apropiada" (FAPE) en el entorno menos restrictivo (LRE). La remisión para la elegibilidad y los servicios de educación especial puede provenir de maestros, padres, agencias, profesionales apropiados y de otros miembros del público. Las remisiones de educación especial se coordinarán con los procedimientos del plantel escolar para la remisión de estudiantes con necesidades que no pueden satisfacerse con modificaciones del programa de instrucción regular, incluidas las remisiones de los equipos de intervención estudiantil, como el Equipo de Estudio de Estudiantes (SST). Un estudiante será referido para educación y servicios especiales después de que los recursos del programa de educación regular hayan sido considerados y, cuando sea apropiado, utilizados. [Para obtener más información sobre el proceso de derivación de educación especial, consulte la sección *Child Find y Notificación de educación especial*]

- **Garantías procesales de los padres:** las garantías procesales (también conocidas como derechos de los padres), se deben dar a los padres de un niño con una discapacidad como mínimo (a) Tras la remisión inicial para evaluación; (b) Tras cada notificación de una reunión del IEP; (c) Tras la reevaluación de un niño; (d) de acuerdo con los procedimientos disciplinarios y (e) Al recibir una solicitud de debido proceso.

Notificación de Child Find y Educación Especial

Muchos programas para los niños de las Escuelas Públicas de Aspire se ofrecen sin costo alguno para usted. Nuestras escuelas ofrecen programas y servicios de educación especial, como instrucción especializada, servicios de comportamiento, terapia del habla, terapia física y ocupacional y otros servicios relacionados con la educación especial. Las evaluaciones del desarrollo o evaluaciones integrales para niños que se sospecha que tienen una discapacidad que podría afectar negativamente su desarrollo educativo están disponibles sin costo para usted.

Un estudiante debe ser evaluado e identificado como discapacitado bajo la Ley de Educación para Personas con Discapacidades (IDEA) para ser elegible para programas de educación especial y servicios relacionados. La evaluación es el proceso para determinar las necesidades y la elegibilidad de un estudiante para un plan de educación individualizado. No se utiliza ningún procedimiento como único criterio para determinar un programa educativo apropiado para una persona con necesidades excepcionales. Las evaluaciones deben abordar todas las áreas relacionadas con la discapacidad sospechada y deben ser realizadas por un equipo multidisciplinario, incluido el padre. La evaluación resultará en un informe escrito consistente con la *Sección 56327 del Código de Educación de California*.

Siempre que un padre presenta una solicitud de evaluación, la LEA tiene 15 días para revisar la solicitud y responder por escrito. Si la LEA determina que la evaluación es apropiada, se desarrollará un plan de evaluación y se entregará una copia a los padres. Los padres tienen 15 días para responder al plan de evaluación propuesto. La evaluación comenzará al recibir el consentimiento por escrito de los padres para el Plan de evaluación individual. La evaluación debe completarse y la reunión del IEP debe realizarse dentro de los 60 días posteriores a la recepción del consentimiento por escrito de los padres. Si se rechaza la solicitud de evaluación,

se les proporcionará a los padres un aviso previo por escrito, de conformidad con el *Título 34, CFR Sección 300.503*, proporcionando la *justificación* para la denegación de la solicitud.

Si alguna familia de las Escuelas Públicas de Aspire tiene preguntas o inquietudes con respecto a un estudiante inscrito que recibe servicios de educación especial, usted tiene derecho a solicitar ayuda además de copias de las políticas, procedimientos, evaluaciones, planes e informes comunicándose con la oficina de Educación Especial de Aspire. Puede obtener citas u obtener más información comunicándose con la oficina de Educación Especial de Aspire al 510-434-5000 o solicitando información al director de su escuela local.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 6164.4: Identificación de Personas con Necesidades Excepcionales

QUEJAS DE EDUCACIÓN ESPECIAL

Una persona puede presentar una queja alegando que la escuela no cumple con las políticas y procedimientos de IDEA. Una persona puede presentar la queja comunicándose con el Director de Educación Especial de la Oficina Regional de Aspire, ya sea verbalmente o por escrito. Si la queja se hace verbalmente, el personal que recibe la queja debe solicitar que la queja por escrito y ayudar a los padres a poner la queja por escrito, si es necesario. Dentro de los 15 días calendario posteriores a la recepción de la queja (se cobrará por las vacaciones escolares de más de 5 días), se contactará a los padres y se les proporcionará una copia de las garantías procesales para padres de educación especial. El Director Regional de Educación Especial investigará la naturaleza de la queja entrevistando a los padres, al equipo de la escuela y revisando la educación especial del estudiante y el archivo acumulativo. Si una reunión del Plan de Educación Individual es apropiada para abordar la queja, se programará dentro de los 30 días calendario (se cobrará por las vacaciones escolares en exceso de 5 días) a partir de la recepción de la queja.

Si la oficina regional no resuelve la queja, la persona puede comunicarse con el director senior de educación especial en la oficina central de Aspire. El Director Senior de Educación Especial revisará las medidas tomadas para abordar la queja por la Oficina Regional y se comunicará con los padres dentro de los 5 días posteriores a la recepción de su queja (se cobrará por vacaciones escolares de más de 5 días). El Director Senior de Educación Especial discutirá las Garantías Procesales de los Padres con los padres, que incluyen el proceso de Resolución Informal de Disputas, los procedimientos estatales de quejas y los procedimientos del debido proceso, según corresponda.

NIÑOS Y JÓVENES SIN HOGAR (REAUTORIZACIÓN DE MCKINNEY-VENTO DE 2002)

Según lo exige la ley federal (McKinney-Vento, 42 USC 11432), las Escuelas Públicas de Aspire aseguran que los niños y jóvenes sin hogar tengan el mismo acceso a la misma educación pública gratuita y apropiada que se proporciona a otros niños y jóvenes. Para obtener información adicional sobre los servicios para niños y jóvenes sin hogar, comuníquese con el Gerente Regional de Servicios Estudiantiles. La información de contacto del RM se puede obtener a través de la oficina principal de su escuela.

REFERENCIA: Política de la Junta y Reglamento Administrativo 6173: Educación para jóvenes sin hogarjóvenes de

NIÑOS Y CRIANZA

Como lo requiere la ley estatal (Código de Educación 42920-42925), Aspire Public Schools asegura que todas las decisiones educativas para los jóvenes de crianza se tomarán para asegurar que cada alumno de crianza tiene la oportunidad de cumplir con los mismos estándares de rendimiento académico a los que se les exige a todos los alumnos. Para obtener información adicional sobre los servicios para niños y jóvenes de crianza, comuníquese con el Gerente Regional de Servicios Estudiantiles. La información de contacto del RM se puede obtener a través de la oficina principal de su escuela.

REFERENCIA: Política de la Junta y Regulación Administrativa 6173.1: Educación para jóvenes en hogares de crianza que aprenden

INGLÉS

Aspire ofrece una variedad de programas para ayudar a los estudiantes que necesitan apoyo para hablar, leer, escribir o comprender el inglés como resultado de que el inglés no es su lengua materna (Código de Educación 313). Si está interesado en estos apoyos para su hijo, comuníquese con la oficina principal de su escuela.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 6174: Educación para Estudiantes de inglés para estudiantes con

APOYOS DIVERSIDAD DE GÉNERO

Aspire se compromete a proporcionar un ambiente seguro y de apoyo para todos los estudiantes y garantizar que todos los estudiantes tengan el mismo acceso a los programas y actividades educativos de Aspire. Aspire requiere que todas las escuelas y todo el personal promuevan la aceptación y el respeto entre los estudiantes y el personal. Aspire es un lugar donde la identidad de género de cada estudiante es aceptada y valorada como una parte importante de todo el niño. Si está interesado en hablar sobre apoyos específicos para su hijo, comuníquese con la oficina principal de su escuela.

REFERENCIA: Política de la Junta y Reglamento Administrativo 08-018: Política de Discriminación, Acoso, Intimidación y Acoso Escolar

EQUIPO DE ÉXITO ESTUDIANTIL (SST)

El Equipo de Éxito Estudiantil (Código de Educación 49600-49604) es una manera eficiente y eficaz de reunir todos los recursos, humanos y programática, para apoyar a los estudiantes que tienen dificultades en las clases regulares. Esta es una reunión de búsqueda de soluciones concentrada en la que todas las personas necesarias, incluidos el estudiante y los padres, están presentes al mismo tiempo. El SST es una expresión de la preocupación de la escuela por los estudiantes y proporciona una atmósfera de apoyo para que los estudiantes se involucren activamente en la determinación de sus propias necesidades y en la implementación de estrategias diseñadas para ayudarlos.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 6164.5: Equipos de éxito estudiantil

ESTUDIO

independiente El estudio independiente es una estrategia de instrucción que responde a las necesidades individuales de un estudiante. Es una alternativa a la instrucción en el salón de clases consistente con el curso de estudio de Aspire y no es un plan de estudios alternativo.

Las razones aceptables para solicitar el Estudio Independiente incluyen ausencias justificadas o justificadas de la escuela durante cinco (5) o más días escolares consecutivos. Las solicitudes escritas de estudio independiente deben dirigirse al director al menos dos semanas antes de la partida prevista.

El permiso para otorgar Estudio Independiente queda a discreción del director. Para los alumnos de todos los niveles de grado, si el alumno está en estudio independiente durante 3 o más semanas, si no completa (3) tareas durante el período de IS, el director o la persona designada por él o ella deberá realizar una evaluación para determinar si es en el mejor interés del alumno para permanecer en el estudio independiente. Si el estudiante ha estado en Estudio Independiente antes y no ha completado el trabajo asignado, depende del Administrador Principal si se le debe permitir participar en el programa nuevamente. El tiempo máximo que puede transcurrir entre el momento en que se realiza una asignación y la fecha en la que el alumno debe completar el trabajo asignado será de (5) días escolares, a menos que el maestro supervisor lo extienda de otra manera. Ningún estudiante con necesidades excepcionales puede participar en el Estudio Independiente a menos que el Programa de Educación Individualizada (IEP) prevea específicamente la participación.

REFERENCIA: Política de la Junta y Regulación Administrativa 6168: estudios independientes

INSTRUCCIÓN EN EL HOSPITAL EN EL HOGAR PARA INSTRUCCIÓN EN

El propósito de la el hogar y el hospital (HHI) es proporcionar instrucción a un estudiante con una *temporal* discapacidad en el hogar del estudiante o en un hospital u otro centro de salud residencial, excluyendo hospitales estatales. La discapacidad temporal debe hacer que la asistencia a Aspire sea imposible o desaconsejable. La instrucción en el hogar y el hospital para un estudiante con una discapacidad temporal y / o enfermedad también está disponible a través del distrito de residencia donde el estudiante está hospitalizado o en el hogar recuperándose y si el estudiante elige esa opción, puede permanecer inscrito doblemente en Aspire durante ese período. tiempo para mantener su inscripción en Aspire. Comuníquese con la oficina principal de su escuela si le gustaría hablar sobre HHI para su estudiante.

REFERENCIA: Política de la Junta y Regulación Administrativa 6183: Instrucción en el hogar y en el hospital

PROGRAMAS DE CONSEJERÍA ESCOLAR SOCIOEMOCIONAL

Esta sección proporciona información general sobre los servicios de consejería en las escuelas Aspire. No pretende ser una lista exhaustiva de los requisitos particulares para la consejería en una escuela específica ni todas las escuelas Aspire tienen la capacidad de proporcionar servicios de consejería. Comuníquese con la oficina principal de la escuela para determinar los protocolos específicos en este sitio escolar.

El asesoramiento socioemocional basado en la escuela está disponible de forma limitada a través de nuestro departamento de asesoramiento escolar. Sin embargo, el alcance de la práctica de un consejero escolar es mucho más limitado que el de una agencia o proveedor de terapia externo. El trabajo de los consejeros escolares con los estudiantes se enfoca en problemas que están presentes durante el día escolar, específicamente trabajando para mejorar el impacto de los

problemas que se presentan en el rendimiento educativo del estudiante. **El asesoramiento en el entorno escolar no está destinado a reemplazar las intervenciones terapéuticas o el tratamiento de agencias o proveedores externos para problemas de salud mental.** Los padres no deben esperar que el nivel de consejería en un sitio escolar sea suficiente para apoyar las necesidades de los estudiantes con problemas importantes de salud mental. Además, los servicios de orientación escolar solo están disponibles durante los días y horarios escolares regulares.

Los servicios de consejería no están garantizados para los estudiantes. Los estudiantes referidos para servicios pueden ser colocados en una lista de espera hasta que el personal de consejería tenga una vacante. Los estudiantes pueden ser transferidos a la lista de espera según el criterio de la escuela y las leyes estatales y federales aplicables. Sin embargo, como se indicó anteriormente, los recursos de consejería escolar son limitados y los servicios de consejería no están garantizados para cada referencia recibida.

ATENCIÓN MÉDICA DE EMERGENCIA

Todos los estudiantes deben tener una tarjeta de información de emergencia completada y firmada por el padre o tutor al comienzo de cada año escolar. Esta tarjeta describe qué atención desea el padre para su hijo en caso de una emergencia, junto con la información médica y de emergencia actual.

Student Accident

Aspire está comprometido con la seguridad de todos los estudiantes mientras están en la escuela. Sin embargo, los accidentes de los estudiantes pueden ocurrir durante el día escolar. Estas situaciones son desafortunadas y hacemos todo lo posible para apoyar al estudiante y la familia cuando ocurren estos accidentes.

Los accidentes estudiantiles se documentan y se informan a nuestro seguro. La escuela también proporcionará a las familias un formulario de reclamación por accidentes que se consideren "graves". Si su hijo tiene un accidente en la escuela que usted considera grave y desea presentar un reclamo, comuníquese con el Gerente Comercial de su escuela lo antes posible.

* Nuestra póliza de accidentes para estudiantes es secundaria al seguro médico primario de los padres (incluido el médico). Nuestro seguro puede cubrir deducibles o copagos que no están cubiertos por su seguro principal. Se debe enviar toda la documentación requerida para procesar una reclamación.

Pasos para presentar un reclamo por accidente de estudiante: La

1. escuela llena la parte superior del formulario de reclamo y se lo da a los padres El
2. padre lo llena y completa el formulario de reclamo El
3. padre proporciona la documentación que se solicita en el formulario de reclamo:
 - a. Factura detallada
 - b. Explicación de los beneficios de su seguro
 - c. o Declaración de No Seguro El
4. padre envía el formulario de reclamo completo junto con los documentos de respaldo al seguro (la escuela puede ayudar si es necesario / solicitado)

REFERENCIA: Política de la Junta y Reglamento Administrativo 5141: Atención médica y emergencias

Enfermedades contagiosas o infecciosas

Un niño puede ser enviado a casa, si por una buena razón, se cree que padece una enfermedad contagiosa o infecciosa reconocida. No se permitirá que el niño regrese hasta que la autoridad escolar esté convencida de que no existe ninguna enfermedad contagiosa o infecciosa.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 5141.22: Enfermedades Infecciosas

PREPARACIÓN PARA EMERGENCIAS DE EN LAS ESCUELAS

Públicas de Aspire Las Escuelas Públicas de Aspire se comprometen a mantener campus seguros para nuestros estudiantes y personal. Trabajamos diligentemente para asegurarnos de que los estudiantes y el personal estén preparados para emergencias. (Códigos de educación 32280-32289) Con ese fin, cada escuela tiene un plan integral de seguridad escolar que cubre las políticas y expectativas de Aspire con respecto a las prácticas de cada escuela para mantener la seguridad del campus, respondiendo adecuadamente a las emergencias, aumentando la seguridad y protección de estudiantes y personal, y creando un ambiente seguro y ordenado que propicie el aprendizaje. Cada escuela realiza simulacros de emergencia regulares que, como mínimo, cumplen con los requisitos obligatorios del estado. Estos simulacros incluyen: incendio, terremoto y encierro / refugio en el lugar.

Se les pide a los padres que se aseguren de que sus estudiantes participen activamente y tomen en serio los simulacros de emergencia. Estos simulacros ayudan a asegurar que los estudiantes estén bien preparados en caso de una emergencia. Cada escuela también tiene suministros de emergencia para mantener a los estudiantes y al personal. Estos suministros incluyen lo siguiente: agua, alimentos, suministros de primeros auxilios, suministros de búsqueda y rescate y artículos de saneamiento. El personal de la escuela revisa estos útiles con regularidad.

Los padres deben estar familiarizados con los procedimientos de emergencia de la escuela y actualizar la información de contacto siempre que cambie. Mantenga su teléfono celular con usted para recibir actualizaciones grabadas sobre la emergencia. Saber adónde ir a buscar a su hijo le ahorrará tiempo y reducirá la ansiedad. Los padres deben recordar que las escuelas cuentan con procedimientos de emergencia para proteger a todos los estudiantes y que las escuelas seguirán estos procedimientos durante una emergencia.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 3516: Plan de Preparación para Emergencias y Desastres

REPORTE DE ABUSO INFANTIL

Cualquier maestro u otro miembro del personal que sospeche que un estudiante ha sido sometido a lesiones físicas, negligencia, abuso sexual o maltrato emocional, es ordenado por el Niño Abuso de la Ley de denuncia para notificar a las autoridades correspondientes (Código de Educación 33308.1, 44691, 44807). Para obtener información adicional sobre los requisitos de informes de abuso infantil de California para maestros y otro personal escolar, comuníquese con la oficina principal.

REFERENCIA: Política de la Junta y Reglamento Administrativo 5141.4 (a): Prevención del abuso infantil y denuncia

PREVENCIÓN DEL SUICIDIO

Aspire reconoce que el suicidio es una de las principales causas de muerte entre los jóvenes y debe tomarse en serio. Para intentar reducir el comportamiento suicida y su impacto en los estudiantes y las familias, Aspire ha desarrollado estrategias de prevención y procedimientos de intervención, que se describen en la Política de Prevención del Suicidio de las Escuelas Públicas de Aspire (Código de Educación 215).

REFERENCIA: Política de la Mesa Directiva 8-023: Política de Prevención del Suicidio

CÓDIGO DE CONDUCTA DEL EMPLEADO ESCOLAR CON LOS ESTUDIANTES

Interacciones del Empleado con los Alumnos

Aspire reconoce su responsabilidad de hacer y hacer cumplir todas las reglas y regulaciones que gobiernan el comportamiento de los estudiantes y empleados para lograr el ambiente de aprendizaje más seguro posible.

Límites Profesionales

ElAspire Public Schools *Código de Conducta con Estudiantes de los Empleados Escolares* de tiene como objetivo guiar a todos los empleados de Aspire a comportarse de una manera que refleje los altos estándares de comportamiento y profesionalismo requeridos de los empleados que interactúan con los estudiantes y para especificar los límites entre los estudiantes y personal.

REFERENCIA: Política de la Junta 4019.1: Código de conducta de los empleados de la escuela con los estudiantes

PARTICIPACIÓN DE LA FAMILIA Y LA COMUNIDAD

COMUNICACIÓN ENTRE LA ESCUELA Y EL HOGAR

En la escuela, dependemos de nuestros padres y tutores para trabajar como nuestros socios en el apoyo a la educación de sus hijos. Siempre es mejor comunicarse primero con el maestro de su hijo para abordar cualquier inquietud que pueda tener. Todo el personal de Aspire puede ser contactado por correo electrónico y teléfono proporcionado por la escuela.

ACTIVIDADES DE PARTICIPACIÓN FAMILIAR LOS

niños aprenden mejor cuando sus padres participan en cada paso del camino, creando un puente de aprendizaje desde el aula hasta el hogar. A continuación se muestran algunos ejemplos de lo que hace Aspire para ayudar a los padres y tutores a convertirse en excelentes entrenadores para sus hijos. De acuerdo con EC 47605.6 (n), una escuela autónoma puede fomentar la participación de los padres, pero notificará a los padres y tutores de los alumnos solicitantes y alumnos actualmente matriculados que la participación de los padres no es un requisito para la aceptación o la inscripción continua en la escuela autónoma. Con el fin de asegurar que los padres comprendan que no existe un requisito de voluntariado, se enviará información a casa a través de ParentSquare en inglés y en español. Además, la impresión del mensaje de ParentSquare se

imprimirá en inglés y español y se enviará a casa con cada estudiante. Además, en cada reunión a la que asisten los padres, se reiterará este anuncio.

Clases especiales de los sábados: programadas en sábados específicos durante el año escolar, estas sesiones de medio día permiten a los padres asistir a la escuela con sus hijos y conocer mejor el lugar de la escuela. Creemos que es importante que vean, sientan y experimenten el espacio en el que sus hijos pasan tanto tiempo.vi

Orientación para el apoyo en el hogar: Aspire instruye a los padres sobre cómo estructurar la lectura en el hogar (más de 20 minutos por día K- 5), brindando el nivel adecuado de ayuda con la tarea, participando en proyectos y jugando juegos que refuerzan el aprendizaje.

Participación en la toma de decisiones de la escuela: Aspire incluye dos padres representantes en el Consejo del Plantel Escolar (anteriormente Consejo Escolar Asesor) de cada escuela, así como la participación de los padres en el Comité de Contratación de Maestros de la escuela.

Programa de participación familiar: los

niños aprenden mejor cuando sus padres participan en cada paso del camino, creando un puente de aprendizaje desde el aula hasta el hogar. A continuación se muestran algunos ejemplos de lo que hace Aspire para ayudar a los padres y tutores a convertirse en excelentes entrenadores para sus hijos. De acuerdo con EC 47605.6 (n), una escuela autónoma puede fomentar la participación de los padres, pero notificará a los padres y tutores de los alumnos solicitantes y alumnos actualmente matriculados que la participación de los padres no es un requisito para la aceptación o la inscripción continua en la escuela autónoma. Con el fin de asegurar que los padres comprendan que no existe un requisito de voluntariado, se enviará información a casa a través de ParentSquare en inglés y en español. Además, la impresión del mensaje de ParentSquare se imprimirá en inglés y español y se enviará a casa con cada estudiante. Además, en cada reunión a la que asisten los padres, se reiterará este anuncio.

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Orientación para el apoyo en el hogar: los maestros de Aspire tratan de asesorar a los padres sobre cómo estructurar la lectura en el hogar (más de 20 minutos por día K-5), proporcionando el nivel adecuado de ayuda con la tarea, participando en proyectos y jugando juegos que refuerzan el aprendizaje.

Participación en la toma de decisiones de la escuela: Aspire incluye dos padres representantes en el Consejo del Plantel Escolar (anteriormente Consejo Escolar Asesor) de cada escuela, así como la participación de los padres en el Comité de Contratación de Maestros de la escuela.

POLÍTICA DE VISITANTES

Los invitados son bienvenidos. Cualquier visitante que ingrese a los terrenos de la escuela debe registrarse en la Oficina, identificarse y la naturaleza de su negocio, y recibir un Pase de Visitante.

Se anima a los padres y tutores a visitar las escuelas y los salones de clases para observar y apoyar el trabajo de las escuelas. Este es uno de los vehículos esenciales para una asociación entre la escuela y los padres. Cada escuela tiene varias formas de interactuar con los padres y hacer que se sientan cómodos en la escuela, incluidas las escuelas de los sábados, los consejos escolares (anteriormente consejos escolares consultivos), oportunidades de voluntariado y eventos específicos del sitio.

Todos los visitantes a un sitio escolar deben reportarse a la oficina al ingresar y recibir autorización para visitar cualquier otro lugar del sitio escolar. Un director o su designado puede indicarle a un visitante que abandone la escuela y no regrese por un tiempo designado si se determina que el visitante ha interferido con el buen orden o la conducta pacífica de la escuela. Además, no se pueden usar dispositivos electrónicos de escucha o grabación en el aula sin el consentimiento previo del maestro y el director de la escuela.

No se permitirán personas no autorizadas en los edificios escolares o en los terrenos de la escuela. Los directores de escuela o las personas designadas están autorizados a tomar las medidas adecuadas para evitar que esas personas entren a los edificios y merodeen por los terrenos. Dichas personas serán procesadas con todo el alcance de la ley, incluyendo, pero no limitado a, la sección 32211 del Código de Educación. Pautas para

los visitantes. Todos los visitantes del campus deben tener el consentimiento y la aprobación del director / designado. El permiso para visitar se debe otorgar en el momento solicitado, si es posible, o dentro de un período de tiempo razonable después de la solicitud. Los niños que no están inscritos en la escuela no deben estar en el campus a menos que se haya obtenido la aprobación previa del director.

Los visitantes no pueden interferir, interrumpir o causar un desorden sustancial en ninguna clase o actividad escolar, incluidos, entre otros, el almuerzo, el recreo o después de la escuela.

Se espera que los visitantes:

- Siga la política escolar establecida al solicitar una visita al salón de clases
- Completar un permiso de visitante al llegar al sitio
- Ingresar y salir del salón de clases lo más silenciosamente posible
- No conversar con los estudiantes, maestros y / o asistentes de instrucción durante la visita
- No interferir con cualquier actividad escolar
- Mantener la duración y frecuencia de las visitas al aula razonables
- Siga los procedimientos establecidos por la escuela para reunirse con el maestro y / o el director después de la visita, si es necesario
- Aprender y seguir las expectativas de comportamiento de toda la escuela
- Devolver el permiso de visitante al punto de origen antes de salir del campus.

Cualquier individuo que interrumpa un sitio escolar o no siga las reglas y / o procedimientos de la escuela está sujeto a ser retirado del sitio escolar y se le puede restringir aún más la visita a la escuela.

REFERENCIA: Política de la Mesa Directiva y Regulación Administrativa 1250: Política de Visitantes

VOLUNTARIOS LOS

voluntarios ayudan a enriquecer la educación de los estudiantes y brindan asistencia adicional para los maestros y el personal escolar (Código de Educación 35021). Los voluntarios suelen estar en el campus durante períodos más prolongados o con mayores responsabilidades que los visitantes estándar. Debido a esto, existen requisitos adicionales para los voluntarios además de los de los visitantes básicos y los requisitos clave de los voluntarios se analizan a continuación, pero consulte el manual completo para voluntarios para obtener una lista completa de los requisitos.

Se insta a los posibles voluntarios a que se comuniquen con la escuela si pueden ofrecer tiempo o servicios para ayudar con cualquier parte del programa escolar. **Los voluntarios se colocan con maestros u otros miembros del personal que han solicitado ayuda voluntaria. Las escuelas se reservan el derecho de asignar voluntarios a las aulas / actividades según sea necesario y de rechazar los servicios de un voluntario en cualquier momento.** Todos los visitantes, incluidos los voluntarios, deben registrarse en la recepción y recibir una “Insignia de visitante” como identificación. También deben firmar al salir de las instalaciones. Esto es por la seguridad de los niños y el personal, así como del visitante en caso de una emergencia. Para la seguridad de todos los estudiantes, todos los voluntarios deben tener:

- Una prueba de TB negativa archivado en la oficina de la escuela durante los últimos cuatro años antes de comenzar a trabajar con los estudiantes.
- Una verificación de antecedentes, si trabaja con estudiantes en entornos sin supervisión. Los voluntarios sin supervisión que necesitan tomarse las huellas digitales incluyen entrenadores, personal del programa extracurricular, mentores de negocios, tutores y acompañantes en excursiones, cualquier persona que esté trabajando con un estudiante sin supervisión. Los resultados de la verificación de antecedentes son **confidenciales** y no se discutirán con otros miembros del personal o con los padres.

REFERENCIA: Política de la Junta y Regulación Administrativa 1240: Voluntarios

Conductores voluntarios

- El conductor debe tener una licencia de conducir válida de California.
- El padre o conductor adulto debe tener una “**Declaración de seguro de responsabilidad del conductor**” en el archivo de la oficina de la escuela con la siguiente cobertura mínima: \$ 15,000 por persona, \$ 30,000 por incidente, \$ 5,000 por daños a la propiedad (15 30 5).
- Los vehículos para transportar niños deben estar en condiciones seguras y operables. El número de pasajeros en el vehículo no debe exceder el número de cinturones de seguridad. Los automóviles con bolsas de aire del lado del pasajero **no pueden** tener un estudiante ocupando ese espacio.
- Los niños que pesen menos de 40 libras deben viajar en un asiento de seguridad con cinturón de seguridad.
- Los conductores deben tener un historial de conducción claro. Los conductores que hayan sido condenados por un delito menor o mayor por conducir en estado de ebriedad no estarán autorizados a conducir estudiantes. Los conductores citados con más de una infracción en movimiento durante el año pasado no estarán autorizados a conducir a los estudiantes.

El programa patrocinador pagará los peajes y las admisiones de los puentes. No se pagarán millas a los padres. (Código de Educación 35350)

REFERENCIA: Política de la Junta y Regulación Administrativa 3541.1: Conductores voluntarios y transporte para viajes escolares

DERECHOS Y RESPONSABILIDADES DE LA FAMILIA DE ASPIRE

AVISO DE PARA INFORMACIÓN DE DIRECTORIO

Bajo FERPA, Aspire debe obtener el consentimiento por escrito de los padres o estudiantes elegibles antes de la divulgación de información de identificación personal de los registros de los estudiantes .

Sin embargo, Aspire puede divulgar la "información de directorio" designada (como se define a continuación) sin consentimiento previo por escrito, a menos que un padre o estudiante elegible le haya informado a Aspire que el padre o el estudiante no desea que se divulgue dicha "información de directorio". Todos los padres y estudiantes elegibles deben ser notificados sobre qué información constituye "información de directorio", deben ser informados de que pueden optar por no recibir esta información sobre el estudiante y deben proporcionar a Aspire la decisión de optar por no participar dentro de una cantidad razonable de tiempo desde que se proporcionó el aviso de "información de directorio". Al comienzo de cada año escolar, los padres y los estudiantes elegibles recibirán este aviso de "información de directorio" y se les proporcionará un período de tiempo razonable para optar por no participar.

La información del directorio, si se divulga, generalmente no se considera dañina o una invasión de la privacidad. Aspire define la información del directorio para incluir:

- Nombre completo del estudiante
- Grado en que se inscribió
- Grados, honores y premios recibidos
- Participación en el club Participación en
- deportes, incluida la altura y / o el peso del atleta

El propósito principal de la información del directorio es permitir que Aspire incluya información sobre los estudiantes en ciertas publicaciones escolares, tales como, entre otros:

- Anuarios
- Programas de graduación Cuadro de
- honor y otras listas de premios / reconocimientos Listas de
- Anuncios de actividades del club actividades
- deportivas, que pueden incluir la altura y el peso de los atletas

Además, las leyes federales requieren Aspire Public Schools, porque recibimos asistencia en el marco de las escuelas primarias y Ley de Educación Secundaria de 1965 (ESEA), para proporcionar a los reclutadores militares, previa solicitud, tres categorías de información de directorio: nombres, direcciones y listas de teléfonos, a menos que los padres o los estudiantes elegibles hayan informado a Aspire que no desean que esta información se divulgue sin su previo consentimiento por escrito.

Si no desea que Aspire divulgue alguna o toda la información del directorio, como se define anteriormente, de los registros educativos de su hijo (o sus registros educativos, si tiene 18 años o más) sin su consentimiento previo por escrito, debe notificar a Aspire por escrito. . Aspire proporciona un formulario de "Exclusión voluntaria" al comienzo de cada año escolar, como parte de su Notificación anual de información de directorio / FERPA. Puede utilizar este formulario o puede enviar otra notificación por escrito dentro de un período de tiempo razonable a partir de la fecha en que se le informó de lo que se incluye como "información de directorio".

REFERENCIA: Política de la Junta y Reglamento Administrativo: 5125.1 Divulgación de información del directorio

POLÍTICA DE NO DISCRIMINACIÓN Y TÍTULO IX

Las Escuelas Públicas de Aspire están comprometidas con la igualdad de oportunidades para todas las personas en la educación. Aspire Public Schools (APS) no discrimina a ningún estudiante por motivos de discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, orientación sexual o cualquier otra característica que esté contenida en la definición de delitos de odio, establecido en la Sección 422.55 del Código Penal. Aspire seguirá los procedimientos uniformes de quejas al abordar las quejas que alegan discriminación ilegal basada en la edad, sexo, orientación sexual, género, identificación de grupo étnico, raza, ascendencia, origen nacional, religión, color o discapacidad mental o física en cualquier programa o actividad que reciba o beneficios de asistencia financiera estatal.

Los estudiantes, padres, tutores o cualquier otra persona que tenga preguntas o inquietudes con respecto a la “Política de acoso por discriminación” de Aspire deben comunicarse con el director de la escuela y Aspire recomienda que las personas trabajen con sus escuelas cuando tengan inquietudes.

Los padres que deseen presentar una queja por discriminación o acoso deben completar el formulario “Solicitud de investigación de queja uniforme” de Aspire (que se encuentra en la parte posterior de este manual) y deben comunicarse con el director de la escuela o su Gerente Regional de Servicios Estudiantiles. Más adelante en este manual se incluye más información sobre los procedimientos uniformes de quejas de Aspire.

REFERENCIA: Política de la Mesa Directiva 08-018: Política de Discriminación, Acoso, Intimidación y Bullying Política de

PRIVACIDAD DE DATOS DE LOS ESTUDIANTES DE ASPIRE

Aspire se compromete a proteger la privacidad de los datos de nuestros estudiantes. Como organización, creemos que los datos son una herramienta poderosa y los utilizamos ampliamente para monitorear y mejorar los resultados de los estudiantes. Reconocemos que existen riesgos en la recopilación y el uso de estos datos y para proteger la privacidad de nuestros estudiantes, hemos promulgado las siguientes políticas:

- Aspire limita la recopilación, el uso y el intercambio de datos de los estudiantes a solo aquellos puntos de datos que son requeridos por ley o útiles para mejorar los resultados de los estudiantes.
- Los datos de los estudiantes solo están disponibles para las partes que tienen una necesidad legítima e inmediata de acceder a los datos.
- Aspire se asegura de que tanto nuestros sistemas internos como los sistemas de nuestros proveedores utilicen las salvaguardias tecnológicas adecuadas para proteger los datos de los estudiantes y están legalmente obligados a evitar el uso de los datos de los estudiantes con fines de marketing o ventas.
- Cuando Aspire termina nuestra relación con un proveedor de datos de estudiantes, nos aseguramos de que los datos se eliminen de sus sistemas.
- Cumplimos con todas las leyes reguladoras de datos de estudiantes estatales y federales, incluidas:

- Ley de privacidad de los derechos educativos de la familia (FERPA)
- Enmienda de protección de los derechos del alumno (PPRA)
- Ley de protección de la privacidad en línea de los niños (COPPA).

Para obtener más información sobre nuestras políticas de datos de estudiantes, comuníquese con la oficina central de Aspire al 510-434-5000.

REFERENCIA: Política de la Junta 5022: Privacidad de los datos de los estudiantes

LEY DE DERECHOS EDUCATIVOS A LA PRIVACIDAD DE LA LEY DE PRIVACIDAD

la familia Ley derechos educativos de la familia (FERPA), una ley federal, otorga a los padres y estudiantes mayores de 18 años ("estudiantes elegibles") ciertos derechos con respecto a los registros educativos del estudiante. Estos derechos son:

1. **El derecho a inspeccionar y revisar** los registros educativos del estudiante dentro de los 45 días posteriores a la fecha en que Aspire recibe una solicitud de acceso. Los padres o estudiantes elegibles deben enviarle al director de Aspire una solicitud por escrito que identifique los registros que desean inspeccionar. El director de Aspire hará los arreglos necesarios para el acceso y notificará al padre o al estudiante elegible de la hora y el lugar donde se pueden inspeccionar los registros.
2. **El derecho a solicitar enmiendas** al expediente educativo del estudiante que el padre o el estudiante elegible crea que es inexacto o engañoso. Los padres o estudiantes elegibles pueden pedirle a Aspire que modifique un registro que crean que es inexacto o engañoso. Deben escribirle al director de Aspire para identificar claramente la parte del registro que desean cambiar y especificar por qué es inexacto o engañoso. Si la escuela decide no enmendar el registro según lo solicitado por el padre o el estudiante elegible, el director de Aspire notificará, por escrito, al padre o al estudiante elegible de la decisión y les informará de su derecho a una audiencia con el Director de Aspire de Estudiantes. Servicios relacionados con la solicitud de modificación. Se proporcionará información adicional sobre los procedimientos de audiencia a los padres o al estudiante elegible cuando se les notifique del derecho a una audiencia.
3. **El derecho a dar consentimiento** a la divulgación de información de identificación personal contenida en los registros educativos del estudiante, excepto en la medida en que FERPA autorice la divulgación sin consentimiento.

Una excepción, que permite la divulgación sin consentimiento, es la divulgación a funcionarios escolares con intereses educativos legítimos. Un funcionario escolar es una persona empleada por Aspire como administrador, supervisor, instructor o miembro del personal de apoyo (incluido el personal médico o de salud y el personal de la unidad de aplicación de la ley); una persona que sirve en la Junta Directiva de Aspire; una persona o empresa con quien Aspire ha contratado para realizar una tarea especial (como un abogado, auditor, consultor médico o terapeuta); o un padre o estudiante que sirva en un comité oficial, como un comité disciplinario o de quejas, o que ayude a otro funcionario escolar a realizar las tareas del funcionario.

Un funcionario escolar tiene un interés educativo legítimo si el funcionario necesita revisar un expediente educativo para cumplir con la responsabilidad profesional del funcionario.

Previa solicitud, Aspire divulga registros educativos sin consentimiento previo por escrito a los funcionarios de otro distrito escolar en el que un estudiante busca o tiene la intención de inscribirse. Los registros del estudiante se entregarán a otro distrito escolar donde el estudiante se haya inscrito o tenga la intención de inscribirse, a solicitud oficial de ese distrito. Si se realiza dicha transferencia de registros educativos, Aspire hará un intento razonable de notificar al padre o al estudiante elegible sobre la solicitud de registros.

En el momento de la transferencia de los registros, el padre / tutor, custodio o estudiante adulto puede recibir una copia de los registros a su cargo (\$ 0.25 por página), si se solicita, y tendrá la oportunidad de cuestionar el contenido de la registros.

4. **El derecho a presentar una queja** ante el Departamento de Educación de los EE. UU. Sobre presuntas fallas de Aspire en el cumplimiento de los requisitos de FERPA. El nombre / dirección de la oficina que administra FERPA y recibe quejas es:

Oficina de Cumplimiento de Políticas Familiares

Departamento de Educación de EE. UU.

400 Maryland Avenue, SW

Washington, DC 20202-5901

REFERENCIA: Política de la Junta 5022: Privacidad de datos de estudiantes

Declaración de derechos civiles del USDA

De acuerdo con La ley federal de derechos civiles y las regulaciones y políticas de derechos civiles del Departamento de Agricultura de EE. UU. (USDA), el USDA, sus agencias, oficinas y empleados, y las instituciones que participan o administran programas del USDA tienen prohibido discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, edad o represalias o represalias por actividades anteriores de derechos civiles en cualquier programa o actividad conducida o financiada por USDA.

Las personas con discapacidades que requieren medios de comunicación alternativos para la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano, etc.) deben comunicarse con la Agencia (estatal o local) donde solicitaron los beneficios . Las personas sordas, con dificultades auditivas o del habla pueden comunicarse con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339. Además, la información del programa puede estar disponible en otros idiomas además del inglés.

Para presentar una queja de discriminación del programa, complete el [Formulario de queja por discriminación del programa del USDA](#), (AD-3027) que se encuentra en línea en: http://www.ascr.usda.gov/complaint_filing_cust.html, y en cualquier oficina del USDA, o escriba una carta dirigida al USDA y proporcione en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de quejas, llame al (866) 632-9992. Envíe su formulario completo o carta al USDA por:

(1) correo:del Departamento de Agricultura de EE. UU.

Oficina del Subsecretario de Derechos Civiles

1400 Independence Avenue, SW

Washington, DC 20250-9410;

(2) fax: (202) 690-7442; o

(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor de igualdad de oportunidades.

NOTIFICACIÓN DE LA LEY EVERY STUDENT SUCCEEDS ACT

Tiene derecho, según la ley federal, a solicitar información específica sobre las calificaciones de los maestros. Además, *la ley Every Student Succeeds Act (ESSA)* hace hincapié en el derecho de los padres a conocer las calificaciones profesionales de los maestros de clase de sus hijos. Los padres tienen derecho a solicitar la siguiente información sobre el personal educativo que trabaja con su hijo:

1. si el maestro ha cumplido con las calificaciones estatales para los niveles de grado y las materias en las que el maestro brinda instrucción;
2. Si el maestro está enseñando bajo una situación de emergencia u otro estado profesional que el Estado ha renunciado;
3. Si el maestro está enseñando en el campo de la disciplina de la certificación del maestro; y
4. Si el niño recibe servicios de paraprofesionales y, de ser así, sus calificaciones.

Las Escuelas Públicas de Aspire se comprometen a brindar instrucción de calidad para todos los estudiantes. Lo hace empleando a las personas más calificadas para enseñar y apoyar a cada estudiante en el aula. Si desea recibir la información mencionada anteriormente, comuníquese con el departamento de Recursos Humanos de Aspire al 510-434-5000.

AVISO DE REUNIÓN

pública El público está invitado a asistir a las reuniones públicas de las escuelas públicas de Aspire. Si necesita alguna adaptación razonable que le permita asistir o participar, comuníquese con la oficina central de Aspire al 510-434-5000, 48 horas antes de la reunión.

PROCESO DE INQUIETUDES FAMILIARES

Si tiene inquietudes en un sitio escolar, consulte a continuación el Proceso de inquietudes de los padres que se debe seguir en su sitio.

Las Escuelas Públicas de Aspire alientan a los estudiantes, padres y personal a discutir sus inquietudes y quejas a través de conferencias informales con el maestro, director u otro personal del campus correspondiente.

Las preocupaciones deben expresarse lo antes posible para permitir una pronta resolución al nivel administrativo más bajo posible.

Paso 1- Reunión / discusión con el miembro específico del personal

Paso 2- Reunión / discusión con el supervisor de la persona (si corresponde)

Paso 3- Reunión / discusión con el director Teléfono: [510-567-9631]

Paso 4- Reunión / discusión con el Superintendente de Área o Superintendente Asociado

----- Información de contacto disponible en la oficina de la escuela -----

Si una conferencia informal sobre una inquietud no logra alcanzar un resultado que sea satisfactorio para el miembro del personal, el estudiante o los padres, él / ella puede iniciar el proceso formal presentando una queja por escrito. El formulario está disponible al final de este manual. Incluso después de iniciar el proceso formal de quejas, se anima a los estudiantes y padres a buscar una resolución informal de sus preocupaciones. Un estudiante o un padre cuyas inquietudes se resuelvan puede retirar una queja formal en cualquier momento.



FORMULARIO DE DOCUMENTACIÓN DE INQUIETUD FAMILIAR

Su nombre _____

Nombre del estudiante _____

Dirección _____

Teléfono _____ (día) _____ (noche)

Sitio escolar _____

Descripción de la inquietud:

Por favor describa su
solución deseada:

Signature _____

Date _____

Por favor, correo electrónico, fax o entregar a su escuela o la oficina regional de

1009 66 ^a Avenue, Oakland, CA 94621	1001 22 Avenue, Oakland, CA 94606
(t) 510-567-9631 (f) 510-632-1569	(t) (510) 434-5000 (f) (510) 434-5010

Fecha en que la escuela Aspire o la oficina regional lo recibió _____

Fecha en que se proporcionó la copia al director de la escuela: _____

PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP) POLÍTICAS Y PROCEDIMIENTOS

proporcionados por el Departamento de Educación de California
Oficina de Manejo de Quejas de Programas Categóricos
1430 N Street, Suite 6308, Sacramento, CA
95814-5901916-319-0929

Aspire River Oaks Charter School
1801 Pyrenees Avenue
Stockton, CA 95210
(209) 956-8100

PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP)

Este documento contiene reglas e instrucciones sobre la presentación, investigación y resolución de una queja de Procedimientos uniformes de quejas (UCP) con respecto a una supuesta infracción por parte de AspireRiver Oaks Charter School de leyes o reglamentos federales o estatales que rigen los programas educativos, incluido el incumplimiento de las leyes relacionadas con las tarifas de los alumnos y nuestro **Plan de Responsabilidad y Control Local (LCAP)**.

Este documento presenta información sobre cómo procesamos las quejas de UCP con respecto a programas o actividades particulares que están sujetos a la UCP.

Una queja de UCP es una declaración escrita y firmada por un demandante que alega una violación de las leyes o regulaciones federales o estatales, que puede incluir una acusación de discriminación ilegal, acoso, intimidación, acoso escolar o cobrar tarifas a los alumnos por participar en una actividad educativa o no. cumplimiento de los requisitos de nuestro LCAP.

Un denunciante es cualquier individuo, incluido el representante debidamente autorizado de una persona o un tercero interesado, agencia pública u organización, que presenta una denuncia por escrito alegando la violación de las leyes o reglamentos federales o estatales, incluidas las denuncias de discriminación ilegal, acoso, intimidación, acoso y incumplimiento de las leyes relacionadas con las tarifas de los alumnos o incumplimiento de los requisitos de nuestro LCAP.

Si el denunciante no puede presentar la denuncia por escrito debido a una discapacidad o analfabetismo, ayudaremos al denunciante a presentar la denuncia.

Las responsabilidades de Aspire

Tendremos la responsabilidad principal de asegurar el cumplimiento de las leyes y regulaciones estatales y federales aplicables.

Investigaremos y buscaremos resolver, de acuerdo con nuestro proceso de UCP, cualquier queja que alegue el incumplimiento de las leyes y regulaciones estatales y federales aplicables, incluidas, entre otras, alegaciones de discriminación, acoso, intimidación o acoso o incumplimiento de las leyes. relacionados con todos los programas y actividades implementados por Aspire River Oaks Charter School que están sujetos al UCP.

Las Escuelas Públicas de Aspire desarrollaron el proceso de Procedimientos Uniformes de Quejas (UCP) con políticas y procedimientos adoptados por nuestra mesa directiva.

De acuerdo con los códigos y regulaciones estatales y federales, los programas y actividades sujetos al UCP son:

- Educación para adultos Educación
- después de la escuela y seguridad
- Carrera agrícola Educación técnica
- Centros educativos para indígenas estadounidenses y evaluaciones del programa de educación infantil Educación
- bilingüe
- Programas de revisión y asistencia de pares de California para maestros
- Educación técnica y profesional; Carrera técnica; Capacitación técnica (estatal)
- Carrera Educación técnica (Federal)
- Cuidado y desarrollo
- infantil Nutrición infantil
- Educación compensatoria
- ayuda categórica consolidada
- Períodos de cursos desin contenido
- Ayuda de impacto económico
- educativo Educación de alumnos en cuidado de crianza, alumnos sin hogar, exalumnos del tribunal de menores ahora inscritos en un Distrito escolar y alumnos de familias
- militares Ley de éxito de cada alumno / Ningún niño se queda atrás (Títulos I-VII)
- Planes de control y rendición de cuentas locales (LCAP)
- Educación para migrantes Educación
- física Minutos de instrucción
- Tarifas para alumnos
- Adaptaciones razonables para alumnos lactantes
- Centros y programas ocupacionales regionales
- Planes de seguridad escolar
- Educación especial Educación para
- Preescolar estatalla consumo de
- prevención del tabaco
-

Los programas y actividades sujetos al UCP cerrado en los que Aspire Public Schools implementa son:

- Educación y seguridad después de la escuela Educación
- nutrición infantil
- compensatoria de Educación de
- ayuda categórica consolidada
- para alumnos en hogares de crianza, alumnos que Son personas sin hogar, Exalumnos de la corte de menores ahora inscritos en un distrito escolar y alumnos de familias
- militares Ley de éxito de todos los estudiantes / Ningún niño se queda atrás (Títulos I-VII)
- Planes de responsabilidad y control local (LCAP)
- Minutos de instrucción de educación física
- Tarifas de los alumnos

- Planes de seguridad escolar
- Educación especial

Las siguientes quejas se remitirán a otras agencias para una resolución adecuada y no están sujetas a nuestro proceso UCP establecido en este documento a menos que estos procedimientos se apliquen mediante acuerdos interinstitucionales separados:

Las denuncias de abuso infantil se remitirán al Departamento de Servicios Sociales del Condado (DSS), la División de Servicios de Protección o la agencia policial correspondiente.

Las quejas de salud y seguridad relacionadas con un Programa de Desarrollo Infantil se remitirán al Departamento de Servicios Sociales para instalaciones con licencia y al administrador regional de Desarrollo Infantil correspondiente para instalaciones exentas de licencia.

Las quejas de discriminación laboral, acoso, intimidación o acoso escolar se enviarán al Departamento de Vivienda y Empleo Justo (DFEH) del Estado.

Las acusaciones de fraude se remitirán a la División Legal, de Auditorías y Cumplimiento del Departamento de Educación de California (CDE).

El Plan de Responsabilidad de Control Local

El LCAP es un componente importante de la Fórmula de Financiamiento de Control Local (LCFF), el sistema de financiamiento escolar revisado que revisó la forma en que California financia sus escuelas K-12. Según la LCFF, se nos exige preparar un LCAP, que describe cómo pretendemos alcanzar las metas anuales para nuestros alumnos, con actividades específicas para abordar las prioridades estatales y locales identificadas de conformidad con la *California Código de Educación de (EC Sección 52060 (d) del)*.

El Aviso Anual de UCP

Aseguramos la difusión anual de un aviso por escrito de nuestros procedimientos de quejas a todos los estudiantes, empleados, padres o tutores de sus estudiantes, miembros del comité asesor de la escuela y del distrito, funcionarios o representantes apropiados de las escuelas privadas y otras partes interesadas que incluyen información con respecto a acusaciones de discriminación, acoso, intimidación o acoso escolar.

Nuestra UCP Aviso anual también incluirá información sobre los requisitos de la *CE Sección 49010* mediante *49013* relativa a los honorarios de los alumnos y la información sobre los requisitos de la *CE Sección 52075* relativas a la LCAP.

Nuestro Aviso Anual de UCP estará en inglés y en el idioma principal, de conformidad con la sección 48985 del Código de Educación, o el modo de comunicación del destinatario del aviso.

Investigación de quejas de UCP

El miembro del personal, el puesto o la unidad responsable de recibir e investigar las quejas de UCP y asegurar nuestro cumplimiento en nuestra agencia es:

Nombre o cargo: Lindsey Fuller: Gerente regional de Servicios Estudiantiles

Unidad u oficina: Suite 200

Dirección: 1001 22nd Avenue , Oakland, CA 94606

Teléfono: 510-434-5000

El miembro del personal, el puesto o la unidad responsable de recibir e investigar las quejas de UCP y garantizar que nuestro cumplimiento en nuestra agencia esté informado sobre las leyes y los programas asignados para investigar.

Las Escuelas Públicas de Aspire investigarán todas las denuncias de discriminación ilegal, acoso, intimidación o acoso contra cualquier grupo protegido como se identifica en la *EC* Sección 200 y 220 y la *Código de Gobierno (GC)* Sección 11135 del), incluidas las características reales o percibidas según lo establecido en el *Código Penal (PC)* Sección 422.55 o sobre la base o la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas en cualquier programa o actividad que llevemos a cabo, que sea financiado directamente por, o que reciba o se beneficie de cualquier financiamiento estatal. asistencia.

Las quejas de discriminación ilegal, acoso, intimidación o acoso escolar deberán presentarse a más tardar seis meses a partir de la fecha en que ocurrió la supuesta discriminación, acoso, intimidación o acoso escolar, o seis meses a partir de la fecha en que el denunciante tuvo conocimiento por primera vez de los hechos de la supuesta discriminación. acoso, intimidación o acoso.

Todos los denunciantes están protegidos contra represalias.

Asesoramos a los denunciantes sobre el derecho a buscar remedios de derecho civil bajo las leyes estatales o federales de discriminación, acoso, intimidación o acoso.

Resolución de quejas de UCP

Si las escuelas públicas de Aspire merecen una queja con respecto a las tarifas de los alumnos, los planes de control y rendición de cuentas locales (LCAP), la educación de los alumnos en hogares de acogida, los alumnos sin hogar, los exalumnos del tribunal de menores ahora inscritos en nuestro distrito escolar y los alumnos en el ejército familias, adaptaciones razonables para una alumna lactante, períodos de cursos sin contenido educativo (grados nueve al doce) y minutos de instrucción de educación física (grados uno a ocho), proporcionaremos un remedio.

El remedio irá al alumno afectado en el caso de quejas con respecto a

- períodos de curso sin contenido educativo,
- adaptaciones razonables para un alumno lactante y / o
- educación de alumnos en cuidado de crianza temporal, alumnos sin hogar, exalumnos del tribunal de menores ahora inscritos en nuestro distrito escolar y alumnos de familias militares.

El remedio será para todos los alumnos afectados y los padres / tutores en el caso de quejas con respecto a las

- tarifas de los alumnos, las
- actas de instrucción de educación física y / o
- los planes de control y responsabilidad local.

Se puede presentar una queja sobre las tarifas de los alumnos ante el director de una escuela o nuestro superintendente o su designado.

Se puede presentar una queja sobre tarifas de alumnos y / o una queja LCAP de forma anónima si la queja proporciona evidencia o información que conduzca a evidencia para respaldar una alegación de incumplimiento.

Se deberá presentar una queja sobre las cuotas estudiantiles a más tardar un año después de la fecha en que ocurrió la presunta infracción.

Nos aseguramos de que se haga un intento de buena fe para realizar esfuerzos razonables para identificar y reembolsar por completo a todos los alumnos, padres y tutores que pagaron una tarifa de alumno dentro del año anterior a la presentación de la queja.

Brindaremos una oportunidad para que los denunciantes y / o representantes presenten evidencia o información.

La negativa del denunciante a proporcionar al investigador documentos u otras pruebas relacionadas con las acusaciones en la denuncia, o de otra manera no cooperar o negarse a cooperar en la investigación o participar en cualquier otra obstrucción de la investigación, puede resultar en la desestimación de la denuncia. debido a la falta de pruebas que respalden las acusaciones.

La negativa de Aspire a proporcionar al investigador acceso a los registros y / u otra información relacionada con la alegación en la queja, o de otra manera fallar o negarse a cooperar en la investigación o participar en cualquier otra obstrucción de la investigación, puede resultar en un hallazgo basado en evidencia recolectada de que ha ocurrido una violación y puede resultar en la imposición de un remedio a favor del demandante.

La queja será investigada y le enviaremos al demandante un informe escrito con una decisión dentro de los 60 días posteriores a la fecha de recepción de la queja, a menos que el demandante acuerde por escrito una extensión de tiempo.

Este informe contendrá los siguientes elementos:

- Las conclusiones de hecho basadas en la evidencia reunida.
- Conclusión de la ley.
- Disposición de la denuncia.
- El fundamento de tal disposición.
- Acciones correctivas, si se justifican.
- Aviso del derecho del demandante a apelar nuestra decisión ante el CDE.
- Procedimientos a seguir para iniciar una apelación al CDE.

Una apelación es una solicitud hecha por escrito a un nivel superior al nivel de revisión original por una parte agraviada que solicita la reconsideración o una nueva investigación de la decisión del órgano de adjudicación inferior.

Un demandante puede apelar nuestra decisión de una queja de UCP con respecto a todos los programas educativos federales y estatales específicos sujetos a la UCP.

Proceso de

apelación de quejas de UCP Para apelar una decisión de queja de UCP, el demandante debe presentar una apelación por escrito dentro de los 15 días posteriores a la recepción de la decisión al CDE. Esta apelación al CDE debe explicar completamente la base de la apelación, indicando cómo los hechos de nuestra Decisión son incorrectos y / o la ley se aplica incorrectamente. Además, la apelación se enviará al CDE con:

1. Una copia de la queja original presentada localmente; y
2. Una copia de nuestra Decisión de esta queja original presentada localmente.

Leyes federales y estatales citadas:

20 *Código de los Estados Unidos (USC)* Sección 6301 et seq.
 34 *Código de Regulaciones Federales (CFR)* Sección 299.11 y 300.510-511
 California *Código de Educación de (EC)* Sección 200, 220, 222, 234.1-234.5, 262.3, 8200-8493, 8500-8538, 32280-32289; 33380-33384, 35186, 44500, 47606-47606.5, 47607.3, 48645.5, 48645.7 (e), 48853, 48853.5, 48985, 49010-49013, 49069.5, 49490-49570, 51210, 51223, 51225.1, 51225.2, 51228.1-51228.3 , 52060-52075, 52075 (a), 52160, 52300-52462, 52500-52616.4, 54440-54445, 56000-56865, 59000-59300, 64000 (a)
 California *Código de Gobierno de (GC)* Sección 11135, 17581.6 (f)
 California *Código de salud y Seguridad (HSC)* Sección 104420
 de California *del Código Penal (PC)* Sección 422.55
 de California *del Código de Bienestar e Instituciones (WIC)* Sección 300, 309, 602
 del Código de Regulaciones de California, Título 5 (5 CCR) de sección 4600-4687



PROCEDIMIENTO UNIFORME DE QUEJAS FORMULARIO

Apellido _____ Nombre _____
 Nombre del estudiante (si corresponde) _____
 Grado _____
 Dirección Apto. # _____
 Ciudad _____ Estado _____ Código postal _____
 Teléfono de casa _____ celular _____ Dirección de Teléfono del trabajo _____ correo electrónico _____
 Fecha de la supuesta infracción _____ Escuela / Oficina de la supuesta infracción _____

Para las alegaciones de incumplimiento, marque el programa o la actividad a la que se hace referencia en su queja, si corresponde:

Nutrición infantil	Ayuda categórica consolidada	Educación especial
crianza temporal / sin hogar	Alumno de Tarifas para actividades educativas	
Educación / seguridad después de la seguridad		
escuela Planes de escolar	Control local Plan de rendición de cuentas	Minutos de educación física
Ningún niño se queda atrás	Cada estudiante tiene éxito	Ley Educación migrante

Cursos sin contenido educativo / Ya satisfecho para la graduación / Educación postsecundaria

Para quejas de discriminación, acoso, intimidación y / o acoso (de empleado a estudiante, de estudiante a estudiante y de tercero a estudiante), marque cuál de los o características protegidas percibidas sobre las cuales se basó la supuesta conducta:

Sexo Orientación sexual Género Identidad de género Expresión de género Ascendencia
Identificación de grupo étnico Raza o etnia Religión Nacionalidad Origen nacional Edad Color
Discapacidad mental o física Estado migratorio Estudiante lactante Asociación con una persona o grupo con uno o más de las categorías reales o percibidas enumeradas anteriormente

Para las quejas de acoso que no se basan en las características protegidas enumeradas anteriormente, y otras quejas que no figuran en este formulario, comuníquese con el director de su escuela, la oficina regional o el superintendente de área.

Información de contacto de la oficina regional:

Área de la bahía (EPA, Oakland, Richmond): 510.434.5000

Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903

Los Ángeles: 323.837.9920

Si se ha puesto en contacto con su escuela y la Oficina Regional y aún necesita asistencia, referencias o recursos, comuníquese con el Departamento de Servicios Estudiantiles de la Oficina Central al 510.434.5000.

1. Proporcione los hechos sobre su queja. Proporcione detalles como los nombres de los involucrados, las fechas, si hubo testigos presentes, etc., que puedan ser útiles para el investigador de la denuncia.

2. ¿Ha intentado discutir su queja con algún miembro del personal de las Escuelas Públicas de Aspire? Si es así, ¿con quién y cuál fue el resultado?

3. Proporcione copias de todos los documentos escritos que puedan ser relevantes o que respalden su queja.

Adjunto documentos de respaldo. Sí___ No___

Firma _____

Fecha _____

Envíe por correo, correo electrónico o entregue su queja / documentos a su oficina regional:

Oficial de queja uniforme
c / o Gerente regional de servicios estudiantiles
1001 22nd Avenue, Suite 200, Oakland, CA 94606510-434-5000
Manual de



la familia del estudiante Formulario de reconocimiento

Nuestras firmas a continuación indican que hemos recibido, leído para entender y que aceptamos seguir las políticas y pautas que se encuentran en el Manual de la familia del estudiante 2020-2021.

Nombre del estudiante (en letra de imprenta)

Nivel de grado

Fecha

Appendix XXII:
The Charter Schools' LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire River Oaks Charter School

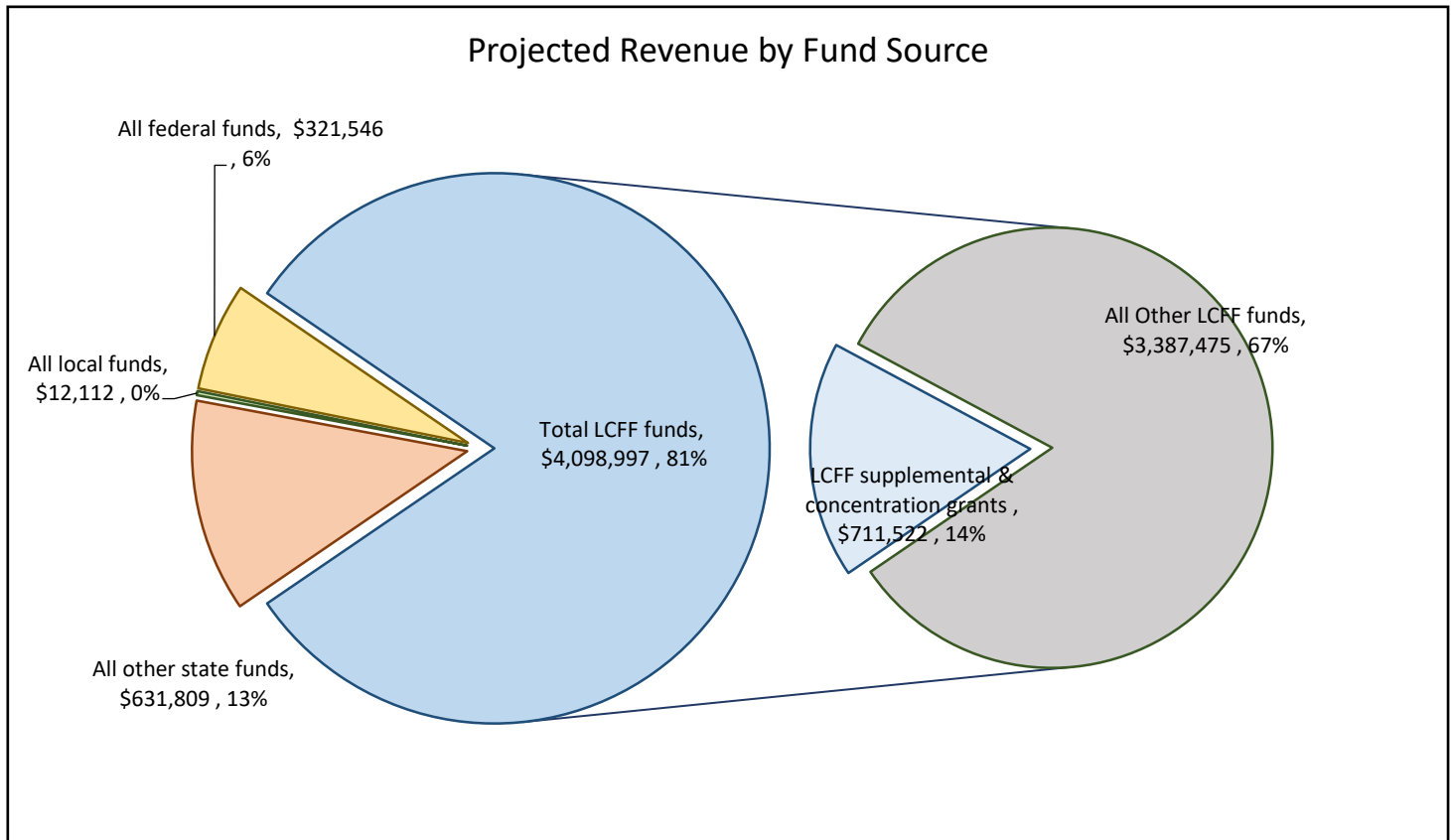
CDS Code: 39-68585-6118921

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Kris Jamison

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

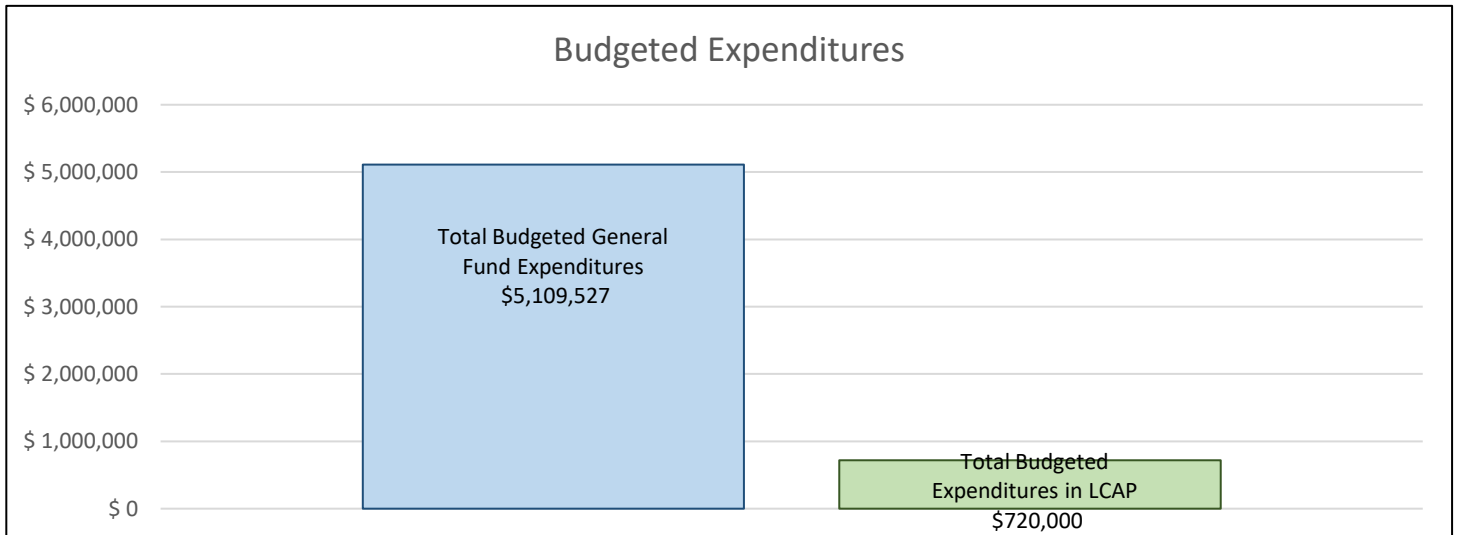


This chart shows the total general purpose revenue Aspire River Oaks Charter School expects to receive in the coming year from all sources.

The total revenue projected for Aspire River Oaks Charter School is \$5,064,463.75, of which \$4,098,996.75 is Local Control Funding Formula (LCFF), \$631,809.00 is other state funds, \$12,112.00 is local funds, and \$321,546.00 is federal funds. Of the \$4,098,996.75 in LCFF Funds, \$711,521.65 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Aspire River Oaks Charter School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspire River Oaks Charter School plans to spend \$5,109,526.82 for the 2019-2020 school year. Of that amount, \$720,000.00 is tied to actions/services in the LCAP and \$4,389,526.82 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating.

Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility, and cafeteria), substitute teachers, and stipends.

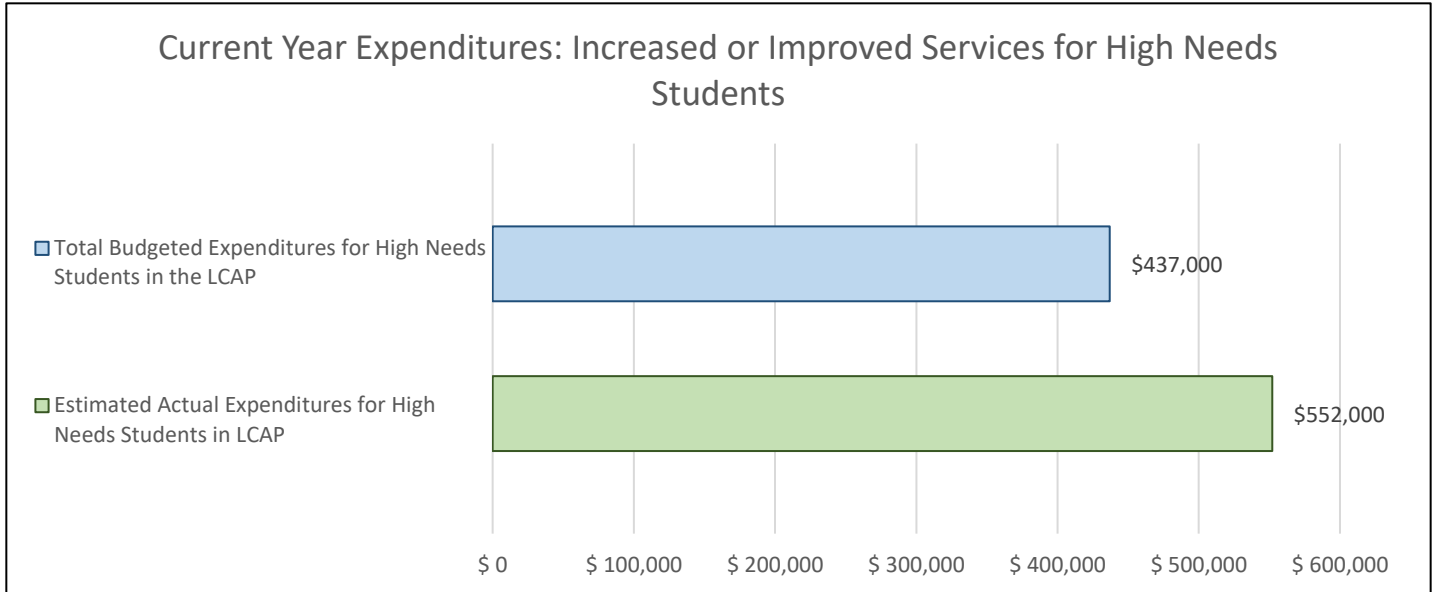
Operating expenses are included, but not limited to, the following: education and physical education materials, conferences & travel, education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Aspire River Oaks Charter School is projecting it will receive \$711,521.65 based on the enrollment of foster youth, English learner, and low-income students. Aspire River Oaks Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Aspire River Oaks Charter School plans to spend \$720,000.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Aspire River Oaks Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire River Oaks Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Aspire River Oaks Charter School's LCAP budgeted \$437,000.00 for planned actions to increase or improve services for high needs students. Aspire River Oaks Charter School estimates that it will actually spend \$552,000.00 for actions to increase or improve services for high needs students in 2018-2019.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Aspire River Oaks Charter School	Kris Jamison Principal	Kris.jamison@aspirepublicschools.org 209-956-8100

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Aspire River Oaks Charter School is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through Insert Lodi Unified School District.

The school is designed to serve approximately 453 of students from grades TK to 5. The school's demographic profile is 44% Latino, 5% African American, 25% Asian, Pacific Islander 1%, Multi-ethnic 11% and 11% Caucasian with 68% of the student body eligible for the free and reduced priced meals program. 35% of the students have English as a second language.

LCAP Highlights

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

Through GLAD training, reading and math professional development, and reading intervention, our math ICA scores decreased by 45%. Our ELA ICA scores decreased by 13% as compared to the year before. However, setting planning time for math lessons helped teachers familiarize themselves with the standards. We could see that 4/5th grade were the biggest contributors to the decrease. We spent extra time with this group as they did their data analysis of the ICA's and set up a boot-camp group that would meet afterschool to help support students that needed an extra boost. We mapped out classroom instruction moving forward to help close the gaps we were seeing in math.

Our computer ratio increased from 2:1 and will continue to increase in the coming year.

We continued our work with our adult SEL professional development as well as our student SEL education, utilizing RULER and Toolbox to develop our student SEL curriculum. Referrals continue to decrease. Suspensions are more on an isolated basis, and are a product of a behavior support plan where the student has had many opportunities to make restorative changes before resulting in a suspension.

Review of Performance

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

Greatest Progress

Socioeconomically Disadvantaged progress scored high at 20.8 points above standard which is an increase of 11.2 points in English Language Arts. All students were 29.1 points above standard which increased 11.5 points from the previous year. In math, English Language Learners maintained 23.6 points above the standard. Socioeconomically Disadvantaged increased by 4.9 points and were 16.2 points above standard. All students were 28.2 points above standard, which is an increase of 9.4 points.

Overall suspension rate was down 2.1%

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

Greatest Needs

Our chronic absenteeism increased 0.6% with 7% chronically absent. Our largest subgroup, Hispanic, increased by 1.9% as well as our Socioeconomically Disadvantaged increased by 2%. English Language Learners increased by 3.5%. We will continue to do monthly attendance awards, positive phone calls home when students have not missed days, meeting with families and giving any supports we can such as gas cards and home visits.

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

Performance Gaps

For ELA and Math all students appear in the green or blue no matter the sub group category. However, we will continue our focus supporting our EL subgroup as we learn more in regards to the ELD standards.

We will continue to implement our SEL program, our GLAD strategies, and our professional development within ELA, ELD and Math standards, to continue to improve our delivery of rigorous and appropriate curriculum.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed: 2018-2019

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

Goal 1

Physically and emotionally safe schools: Equitable, productive and engaging environments that enlist families as partners

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,5,6

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

Maintain 100% of teachers fully credentialed.

90% of teachers are fully credentialed. 10% are in the process of completing credential requirements.

Maintain 100% the school facilities in "Good" Rating

Overall facility rating is GOOD.

Continue to maintain 100% CCSS aligned curriculum that was 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 materials are aligned to CCSS.

Site administrators reported that classroom observations found that 100% of all teachers were implementing CCSS.

Increase 2% of Stakeholder satisfaction with the school.

Our satisfaction rate is 86% based on Spring Family Survey 2019. This is down 2 % from last year at 88%.

Increase 3% of "Overall Average" of students that are satisfied

Our overall average rate is 70% on the Spring Student Survey 2019. This is down 6% from last year at 76%.

Increase by 5% of EL students that are Redesignated FEP

9% of students were redesignated. (8/84)

Expected

Actual

Maintain 97% (or higher) Average Daily Rate of Attendance	Average daily attendance is 95%
Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)	7% of students are chronically absent. Increased 0.6%
Maintain 1.5% of students that were suspended.	Suspension rate was decreased by 2.1%
Maintain 0% of students that were expelled.	0% of students were expelled.
Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	87% of SPED students participate in Statewide assessments
Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	26.7% of SPED students scored met/exceed on the statewide assessment. SBAC-ELA
Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	87% of SPED students participate in Statewide assessments
Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	26.7% of SPED students scored met/exceed on the statewide assessment. SBAC-Math

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction</p> <p>1. Parent communication</p> <ul style="list-style-type: none"> - Weekly parent notifications Via Parent Square - Monthly Newsletters - Classroom Newsletters - LCAP Input Meetings 	<p>Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction</p> <p>1. Parent communication</p> <ul style="list-style-type: none"> - Parent notifications were made through Parent Square - Monthly Classroom Newsletters were sent out by all teachers 	<p>1. Assistant Principal \$112,000</p> <p>2. Intervention Specialist \$76,000</p> <p>3. Intervention Specialist \$105,000</p> <p>4. Behavior Intervention Specialist \$86,000</p>	<p>1. Assistant Principal \$134,000</p> <p>2. Intervention Specialist \$78,000</p> <p>3. Intervention Specialist \$109,000</p> <p>4. Dean of Students \$109,000</p> <p>1. LCFF S/C</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> - Annual Parent Surveys - ASC and ROCC parent councils - Share instructional practice videos and handouts <p>2. Truancy Policy</p> <ul style="list-style-type: none"> - Students and families who missed more than three unexcused absences received additional communication and school support. - Families were notified consistently regarding truanancies, parents with continued truanancies were required to sign attendance contracts to encourage consistent student attendance. <p>3. Community Trainings</p> <ul style="list-style-type: none"> - 2nd Cup of Coffee - Saturday School - Family Nights - Parent square instructional videos and handouts <p>4. Staff Equity Trainings</p> <ul style="list-style-type: none"> - Toolbox and Restorative Practices used to maximize instructional time through social-emotional learning, training, and implementation for students, staff, and families <p>Develop site climate to guarantee a safe facility/environment with appropriate credentialed staff.</p>	<ul style="list-style-type: none"> - We held two LCAP Input Meetings along with joining the ROCC meetings to get feedback as well - Annual Parent Surveys - SSC and ELAC parent councils were developed - We gave minimal instructional practices through back to school nights <p>2. Truancy Policy</p> <ul style="list-style-type: none"> - Students and families who missed more than three unexcused absences received additional communication and school support such as gas cards. - We also created attendance incentives- attendance awards and phone calls of recognition. <p>3. Community Trainings</p> <ul style="list-style-type: none"> - 2nd Cup of Coffee-these were limited - Saturday School-we held two - Family Events-science night and Lemons and Literacy, start with hello week, anti-bullying/kindness week <p>4. Staff Equity Trainings</p> <ul style="list-style-type: none"> - We used RULER, Toolbox and Restorative Practices to maximize instructional time through social-emotional learning, training, and implementation for students, staff, and families <p>Develop site climate to guarantee a safe facility/environment with appropriate</p>	<ol style="list-style-type: none"> 1. LCFF S/C 2. LCFF S/C 3. LCFF S/C, Title I & III 4. LCFF S/C, Title I <ol style="list-style-type: none"> 1. Salaries & Benefits 2. Salaries & Benefits 3. Salaries & Benefits 4. Salaries & Benefits 	<ol style="list-style-type: none"> 2. LCFF S/C 3. LCFF S/C, Title I & III 4. LCFF S/C, Title I <ol style="list-style-type: none"> 1. Salaries & Benefits 2. Salaries & Benefits 3. Salaries & Benefits 4. Salaries & Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Teacher Credentials</p> <ul style="list-style-type: none"> - Hiring process focused on finding high quality candidates, recruiting occurred at universities and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring. - Provide Induction Training <p>2. Upgrades for equipment</p> <ul style="list-style-type: none"> - Provide Bark on the Playground - Indoor Lighting Project <ul style="list-style-type: none"> • Hold Parent meetings with SBAC content (student participation outcomes, student targets, testing platform content, etc.) embedded • Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students 	<p>credentialed staff.</p> <p>1. Teacher Credentials</p> <ul style="list-style-type: none"> - Hiring process focused on finding high quality candidates, recruiting occurred at universities and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring. - Provide Induction Training <p>2. Upgrades for equipment</p> <ul style="list-style-type: none"> - We replaced our server - We added extension drains to the back yard - We replaced heat and air equipment <ul style="list-style-type: none"> • Staff trainings were held for both GE staff and Sped staff. 		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We focused on parent communication through parent square and classroom newsletters. We held SSC, ELAC, and ROCC meetings. We had family engagement events like Lemons for Literacy and Saturday School. We worked on communication of truancies and admin support to families that had difficulties getting to school on time. We even set up positive incentives for those with great attendance records or those that showed growth in their attendance over time. We supported adult SEL trainings and support student learning as well. We worked on our heating and air system and our drainage system outside during the rainy days. We made sure to include a focus of hiring credentialed teachers and provided training for SBAC administration as well.

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

90% of all staff were credentialed in 2018-2019. Parents were given several occasions to provide input in regards to ROCS LCAP and its funding focus. Even though our chronic absenteeism has increased by 0.6%, we have had the opportunity to award more students with awards and support more families in different ways with attendance. The rate is due to a small group of families. Students and staff utilize the tools from tool box and our RULER program that we have been providing through trainings and classroom lessons. Referrals have decreased and proactive supports have increased. Suspensions have decreased by 2.1%. Our indoor and outdoor lighting is efficient, but we continue to struggle with our heating and air system as other problems arise. SBAC procedures have been trained, practice and supported by the lead team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures met or exceeded Budgeted Expenditures.

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

We also created attendance incentives-attendance awards and phone calls of recognition. See Goal One Action/Services #2

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

Goal 2

fAcademic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,7,8

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.

100% of students including subgroups have materials and resources necessary to access CCSS curriculum.

Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.

100% of English Learners participate in CCSS aligned ELD program and have access to all elements or the regular curriculum.

Increase 5% of students that “meet” or “exceed” Math SBAC outcomes

7.6% increase (waiting on current scores 2018-19)

Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes

1.2% increase (waiting on current scores 2018-19)

Increase 10% of students that are “On” or “Above” Proficiency Level.

8.8% increase (Waiting on scores 2018-19)

Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology

100% of k-5th grade students have VAPA, PE, Science and Technology.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus</p> <ol style="list-style-type: none"> 1. CCSS Materials <ul style="list-style-type: none"> - Purchase Eureka Math - Purchase blended learning software - Build a science closet - Three of the content units will be science based-(Earth, Life, Physical-NGSS) 2. CCSS Implementation <ul style="list-style-type: none"> - All teachers will be GLAD trained - Guided reading year-long PD - Eureka Math Curriculum PD 3. Collaboration Support <ul style="list-style-type: none"> - ELA Intervention K-5 - Release days to plan and implement content units - Three Common Preps - Data Discussions - Instructional Rounds with aspire leaders to focus on instructional core, monitor progress toward meeting the rigor of the CCSS action plan next steps for meeting achievement goals - Peer Observations will be coordinated 4. Access to CCSS for EL Students 	<p>All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus</p> <ol style="list-style-type: none"> 1. CCSS Materials <ul style="list-style-type: none"> - We purchased Eureka Math, blended learning software and organized a science closet. - Three of the content units will be science based-(Earth, Life, Physical-NGSS) 2. CCSS Implementation <ul style="list-style-type: none"> - All teachers were GLAD trained - ELA and Math PD's were conducted 3. Collaboration Support <ul style="list-style-type: none"> - We offered ELA Intervention K-5 - Release days to plan and common preps were put in place - Data Discussions were conducted weekly. - Instructional Rounds with aspire leaders were conducted twice this year. - Peer to peer observations were also conducted. - Peer Observations were coordinated to include the entire lead team - Our deficit on the ICA's led us create a 6 week review plan for grades 3-5. We included a boot camp math review session afterschool. We also had 	<ol style="list-style-type: none"> 1. Books \$30,000 2. Computers \$10,000 3. Software 18,000 <ol style="list-style-type: none"> 1. LCFF 2. LCFF 3. LCFF <ol style="list-style-type: none"> 1. Books 2. Computers 3. Software 	<ol style="list-style-type: none"> 1. Books \$32,000 2. Computers \$44,000 3. Software \$46,000 <ol style="list-style-type: none"> 1. LCFF 2. LCFF 3. LCFF <ol style="list-style-type: none"> 1. Books 2. Computers 3. Software

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> - ELA Intervention K-5 based on student academic data identified through EL focused RtI Meetings - All teachers will be GLAD trained - Data discussion focus as a sub group <p>Individualized instruction in Math and ELA using technology in grades K-5</p> <ol style="list-style-type: none"> 1. Technology Instruction- <ul style="list-style-type: none"> - Computer ratio increased to 2:1 K-2 1:1 3-5 - 30-60 minutes of Blended Learning (ELA and Math) 4 days per week - SBAC review is a part of the curriculum - Assessments are computer based 2. Writing Assessments <ul style="list-style-type: none"> - Administer On-demand for each unit - COI write ups for writing On-demands - EL subgroup focus - Practice Constructed Responses routine - Performance task practice (3-5) 	<p>reading intervention change their focus to support the 6 week plan. Finally, we will consider the use of our software choices in regards to next year's purchasing</p> <ol style="list-style-type: none"> 4. Access to CCSS for EL Students <ul style="list-style-type: none"> - ELA Intervention K-5 based on student academic data identified through EL focused RtI Meetings - All teachers were GLAD trained - Data discussion included their lowest sub group <p>Individualized instruction in Math and ELA using technology in grades K-5</p> <ol style="list-style-type: none"> 1. Technology Instruction- <ul style="list-style-type: none"> - Computer ratio increased to 2:1 K-2 1:1 3-5 - Blended Learning was conducted and SBAC review became a part of the curriculum - Assessments were computer based 2. Writing Assessments <ul style="list-style-type: none"> - Teachers administered on-demand assessments for each writing unit and revised their rubrics. EL subgroups were a COI focus and Constructed Response activities were practiced. - Performance task practice (3-5) 		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Eureka Materials and blended software was purchased. All teachers were GLAD trained and participated in Math and ELA PDs. Our computer ratio grew to 1:1 in grades 3-5 and most assessments were built and utilized through the student computers. Core units were developed around science, social science, and literacy. Our science materials were organized. Support was given in the form of peer observations, instructional rounds, common planning days, release planning days and data chats, continuing with our EL sub group focus as a part of our COI procedures. We practiced SBAC type practices and constructive response activities to help prepare students for the test.

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

With these practices in place we still saw a deficit (a drop of more than 10% in both ELA and Math) in our COI data collection and analysis in regards to our ICA practice tests. It showed a prediction of a drop in SBAC scores for the 2018-2019 school year.

The data did not reveal a big gap around subgroups. However, we will continue with an EL subgroup focus in our COI process.

SEL implementation went well to include the mood meter school wide. The parent community also became active members in learning about the mood meter and toolbox. Students' emotional regulation and feeling safe at school grew by 6%. Suspensions and referral rates were decreased by 2.1%.

Use of technology has increased, but the use of technology school wide software has decreased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures met or exceeded Budgeted Expenditures.

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

We changed some of our professional development sessions to match the needs of the staff to include a deep dive into the standards to determine what the standard was asking and the prerequisites needed to be mastered. We also included a look at the COI process and how to create a collaborative plan with the data collected. Our deficit on the ICA's led us create a 6 week review plan for grades 3-5. We included a boot camp math review session afterschool. We also had reading intervention change their focus to support the 6 week plan. Finally, we will consider the use of our software choices in regards to next year's purchasing.

(See Goal 2 Actions/Services #3)

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

Goal 3

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

Outcome for College Readiness.

We are an elementary school. So therefore, these metrics do not apply to our LEA.

Outcome for A-G completion

We are an elementary school. So therefore, these metrics do not apply to our LEA.

Outcome for graduation rates

We are an elementary school. So therefore, these metrics do not apply to our LEA.

Outcome for passing of AP exams

We are an elementary school. So therefore, these metrics do not apply to our LEA.

Outcome for dropout rates

We are an elementary school. So therefore, these metrics do not apply to our LEA.

Outcome for 9th grade retention

We are an elementary school. So therefore, these metrics do not apply to our LEA.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NA – Elementary schools. This goal doesn't apply	NA – Elementary schools. This goal doesn't apply	NA – Elementary schools. This goal doesn't apply	NA – Elementary schools. This goal doesn't apply

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

NA – Elementary schools. This goal doesn't apply

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

NA – Elementary schools. This goal doesn't apply

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA – Elementary schools. This goal doesn't apply

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

NA – Elementary schools. This goal doesn't apply

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ELAC-SSC-

11-18-18 Discussed LCAP goals and whole school data. Discussed staff goals.

1-29-19 LCAP presentation-define funding and discuss purpose. Will add to new LCAP plan for 2018-2019.

5-16-18 LCAP presentation at ROCC. Discuss stakeholder feedback, new goals and took additional feedback.

Surveys-

ROCS provided Hopes and Dreams feedback forms to all families on parent Square and in the Wednesday Folder on May 15th. ROCS collected all forms by May 24th.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder Feedback on the Hopes and Dreams for 2019-2020:

Physically Safe Schools-

More social events with parents and kids during after school hours.

Enhancing parent square-daily connect to classrooms (Lesson uploaded...)

More programs and communication with parents about bullying issues

Translators

Community Service during school day

School Clubs

Classes for parents (math)

Academic Excellence-

Para educators to assist the teachers in the classroom

Less kids in one class in 4/5th grade

Access to things like music art cooking sewing

Theater groups and science presentation brought in

Bringing culture and language in the classroom to include parents

Hello greeting chart made up of the many languages represented in the classroom

Globes with 3-D images

21st Century Learning-

Updated smart boards in every class

Written messages translated into more languages to represent all demographics

Audible books in many languages

Go paperless to save trees.

No homework

STEM

Actions/Services for the 2019-2020 school year that support this feedback:

ROCS will reduce 4/5th grade class sizes to 28.

ROCS will continue with the YMCA in order to support more families.

ROCS will order new math materials for all grade levels.

ROCS has ordered 43 new chrome books to support students grades 2-5 with 1:1 computer ratio and grades K-1 with 2:1.

ROCS will continue with 3 family events after hours.

ROCS will continue with their peanut free table and meal options.

ROCS is looking into optional meal vendors.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal Below

Goal 1

Physically and emotionally safe schools: Equitable, productive and engaging environments that enlist families as partners

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,5,6

Local Priorities: NA

Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher credentials for core subjects	16-17 SARC data: 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.
Facilities in good repair.	15-16 SARC data: 100% of the school facilities are in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating
CCSS implementation	A CCSS aligned curriculum will be purchased and implemented with 100% fidelity via walkthroughs and classroom	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.
Outcome for collecting stakeholder input	16-17 "Stakeholders Survey" data: 88.89% of Stakeholder are satisfied with the school.	Increase 2% of Stakeholder satisfaction with the school.	Discontinued	Discontinued
Outcomes for how the school promotes student participation	Panorama Ed Spring 2017 Student Classroom Survey data: 89% of "Overall Average" of students are satisfied	Increase 3% of "Overall Average" of students that are satisfied	Increase 3% of "Overall Average" of students that are satisfied	Increase 3% of "Overall Average" of students that are satisfied
Outcome for CELDT scores	15-16 Tableau CELDT Reports School/Regional Growth data: 57% of EL students met their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Discontinued	Discontinued
ELPAC	Baseline data coming soon	Baseline year	38% of students scored "Well developed" on the ELPAC	Increase "Well Developed" by 5%
Outcome for Reclassification rates for EL students	15-16 Annual Reclassification (RFEP) Counts and Rates: 20.8% of EL students were Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP
Outcome for attendance rates	15-16 Tableau Average Daily Rate of Attendance Report data – 96.59% Average Daily Rate	Increase 1% of Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance
Outcome for chronic absenteeism (Students that missed more than 10% of school days)	15-16 Tableau Chronic Absenteeism Report data: 4.5% of students were chronically absent (Students that missed more than 10% of school days)	Reduce by 1% of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)
Outcome for suspension rates	15-16 Tableau Suspension Rate Dashboard data – 3.5% of students were suspended	Reduce by 1% of students that were suspended. Suspension: 1.5%	Maintain 1.5% of students that were suspended.	All students: 1% of students that were suspended. Students with Disabilities: Decrease % of students with disabilities being suspended

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for expulsion rates	15-16 SARC data: 0% of students were expelled	Maintain 0% of students that were expelled.	Maintain 0% of students that were expelled.	Maintain 0% of students that were expelled.
Outcome for safety measure using the parent/student climate surveys	Panorama Ed Spring 2017 Family Survey (Elementary) data: 94% of "Overall Average" of parents/students are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Discontinued	Discontinued
Outcome for student emotional regulation	Panorama Ed Spring 2018 Student Survey grades 3-5 data: 48% of "Overall Average" of students are satisfied	N/A	Increase 3% of students that are satisfied.	Increase 3% of students that are satisfied.
Outcome for student safety	Panorama Ed Spring 2018 Student Survey grades 3-5 data: 49% of "Overall Average" of students are satisfied		Increase 3% of students that are satisfied.	Increase 3% of students that are satisfied.
SCAC ELA Outcome Statewide Assessments SPED Participation	SPED: 94.12% of SPED students participated in the Statewide Assessments (i.e., SBAC ELA Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)
SCAC ELA Outcome Statewide Assessments SPED Achievement	SPED: 35.29% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 15% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)
SCAC Math Outcome Statewide Assessments SPED Participation	SPED: 94.12% of SPED students participated in the Statewide Assessments (i.e., SBAC Math Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)
SCAC Math Outcome Statewide Assessments SPED Achievement	SPED: 35.29% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	12% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Unchanged

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction

1. Parent communication
 - Weekly parent notifications Via Parent Square
 - Monthly Newsletters
 - Classroom Newsletters
 - LCAP Input Meetings
 - Annual Parent Surveys
 - SSC/ELAC and ROCC parent councils
 - Share instructional practice videos and handouts
2. Truancy Policy
 - Students and families who missed more than three unexcused absences received additional communication and school support.
 - Families were notified consistently regarding truanancies, parents with continued truanancies were required to sign attendance contracts to encourage consistent student attendance.
3. Community Trainings
 - 2nd Cup of Coffee
 - Saturday School
 - Family Nights
 - Parent square instructional videos and handouts
4. Staff Equity Trainings
 - Toolbox, RULER and Restorative Practices used to maximize instructional time through social-emotional learning, training, and implementation for students, staff, and families

Aspire River Oaks Charter School, July 1st, 2021 - June 30, 2028

Develop site climate to guarantee a safe

Select from New, Modified, or Unchanged for 2018-19

We will maintain these Actions and Services throughout the 2018-19 schools and add the following for our PIR/Special Ed Students:

- Hold Parent meetings with SBAC content (student participation outcomes, student targets, testing platform content, etc.) embedded
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students

Select from New, Modified, or Unchanged for 2019-20

- We will maintain these Actions and Services throughout the 2019-20 schools and add the following for our PIR/Special Ed Students:
- Maintain parent meetings to include SBAC content
- Maintain Special Ed/GE teacher training for how to set up the SBAC platform for Special Ed Students
- ROCS will reduce 4/5th grade class sizes to 28.
- ROCS will continue with the YMCA in order to support more families.
- ROCS will order new math materials for all grade levels.
- ROCS has ordered 43 new chrome books to support students grades 2-5 with 1:1 computer ratio and grades K-1 with 2:1.
- ROCS will continue with 3 family events after hours.
- ROCS will continue with their peanut free table and meal options.
- ROCS is looking into optional meal vendors.
- There will be designated training for campus monitors with a focus on using de-escalation strategies for students experiencing behavioral challenges.
- There will be designated time (monthly) for support staff to receive on-going training and coaching related to proactively supporting students with disabilities in the area of behavior.
- The school will implement PlayWorks, a structured recess program, as a proactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1. Assistant Principal \$112,000 2. Intervention Specialist \$76,000 3. Intervention Specialist \$105,000 4. Behavior Intervention Specialist \$86,000 	See 2017-18 <ol style="list-style-type: none"> 4. Dean of Students \$104,000 	<ol style="list-style-type: none"> 1. Assistant Principal \$138,000 2. Dean of Students \$108,000 3. Intervention Specialist \$77,000 4. Education Specialist \$71,000 5. Instructional Assistant \$66,000
Source	<ol style="list-style-type: none"> 1. LCFF S/C 2. LCFF S/C 3. LCFF S/C, Title I & III 4. LCFF S/C, Title I 	See 2017-18	<ol style="list-style-type: none"> 1. LCFF S/C 2. LCFF S/C, Title I 3. LCFF S/C, Title I & III 4. LCFF S/C 5. LCFF S/C
Budget Reference	<ol style="list-style-type: none"> 1. Salaries & Benefits 2. Salaries & Benefits 3. Salaries & Benefits 4. Salaries & Benefits 	See 2017-18	<ol style="list-style-type: none"> 1. Salaries & Benefits 2. Salaries & Benefits 3. Salaries & Benefits 4. Salaries & Benefits 5. Salaries & Benefits

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

Unchanged Goal Below

Goal 2

Academic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,7,8

Local Priorities: NA

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for CCSS aligned materials	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.
Outcome for access to CCSS for EL students	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
ELA Distance from Standard (DFS) SBAC	2018 CA School Dashboard Results All Students: 29.1 points above standard Hispanic: 8.5 points above standard English Learners: 18.8 points	N/A	Baseline Data	All Students: continue maintain above standard Hispanic: continue to maintain above standard English Learners: continue to maintain above standard Socioeconomically

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	above standard Socioeconomically Disadvantaged: 20.8 points above standard			Disadvantaged: continue to maintain above standard
Math Distance from Standard (DFS) SBAC	2018 CA School Dashboard Results All Students: 28.2 points above standard Hispanic: 0.4 points above standard English Learners: 23.6 points above standard Socioeconomically Disadvantaged: 16.2 points above standard	N/A	Baseline Data	All Students: continue to maintain above standard Hispanic: continue to maintain above standard English Learners: continue to maintain above standard Socioeconomically Disadvantaged: continue to maintain above standard
SBAC ELA outcome	15-16 Tableau SBAC Dashboard data: 65% of students are “meeting” or “exceeding” ELA SBAC outcomes	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes (Actual- 61.14% (24.87% Met and 36.27% Exceeded) of students “met” or “exceeded” ELA SBAC outcomes in 2017-18 SY)	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes	Discontinue
SBAC Math outcome	15-16 Tableau SBAC Dashboard data: 60% of students are “meeting” or “exceeding” Math SBAC outcomes	Increase 5% of students that “meet” or “exceed” Math SBAC outcomes (Actual- 69.08% (33.51% Met and 35.57% Exceeded) of students “met” or “exceeded” Math SBAC outcomes in 2017-18 SY)	Increase 5% of students that “meet” or “exceed” Math SBAC outcomes	Discontinue
Other internal assessment outcome	15-16 Tableau STAR Dashboard data: 34.5% of students are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.
Students access to a broad course of study, including: Art, PE, Music, and Technology	100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA and Math Participation Rate	New measurable outcome for SY 19-20			95% Students with disabilities will participate in state-wide assessment.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

2018-19 Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus

3. CCSS Materials
 - Purchase Eureka Math
 - Purchase blended learning software
 - Build a science closet
 - Three of the content units will be science based-(Earth, Life, Physical-NGSS)
4. CCSS Implementation
 - All teachers will be GLAD trained
 - Guided reading year-long PD
 - Eureka Math Curriculum PD
5. Collaboration Support
 - ELA Intervention K-5
 - Release days to plan and implement content units
 - Three Common Preps
 - Data Discussions
 - Instructional Rounds with aspire leaders to focus on instructional core, monitor progress toward meeting the rigor of the CCSS action plan next steps for meeting achievement goals
 - Peer Observations will be coordinated
6. Access to CCSS for EL Students
 - ELA Intervention K-5 based on student academic data identified through EL focused Rtl Meetings
 - All teachers will be GLAD trained
 - Data discussion focus as a sub group

2018-19 Actions/Services

We will maintain these Actions and Services throughout the 2018-19 schools.

2019-20 Actions/Services

We will maintain these Actions and Services throughout the 2019-20 schools:

All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus

10. CCSS Materials
 - Purchase Eureka Math
 - Purchase blended learning software
 - Build a science closet
 - Three of the content units will be science based-(Earth, Life, Physical-NGSS)
11. CCSS Implementation
 - All teachers will be GLAD trained
 - Guided reading year-long PD
 - Eureka Math Curriculum PD
12. Collaboration Support
 - ELA Intervention K-5
 - Release days to plan and implement content units
 - Three Common Preps
 - Data Discussions
 - Instructional Rounds with aspire leaders to focus on instructional core, monitor progress toward meeting the rigor of the CCSS action plan next steps for meeting achievement goals
 - Peer Observations will be coordinated
13. Access to CCSS for EL Students
 - ELA Intervention K-5 based on student academic data identified through EL focused Rtl Meetings

Individualized instruction in Math and ELA using technology in grades K-5

- 7. Technology Instruction-
 - Computer ratio increased to 2:1 K-2 1:1 3-5
 - 30-60 minutes of Blended Learning (ELA and Math) 4 days per week
 - SBAC review is a part of the curriculum
 - Assessments are computer based
- 8. Writing Assessments
 - Administer On-demand for each unit
 - COI write ups for writing On-demands
 - EL subgroup focus
 - Practice Constructed Responses routine
 -
- 9. Performance task practice (3-5)

- All teachers will be GLAD trained
- Data discussion focus as a sub group

Individualized instruction in Math and ELA using technology in grades K-5

- 14. Technology Instruction-
 - Computer ratio increased to 2:1 K-2 1:1 3-5
 - 30-60 minutes of Blended Learning (ELA and Math) 4 days per week
 - SBAC review is a part of the curriculum
 - Assessments are computer based
- 15. Writing Assessments
 - Administer On-demand for each unit
 - COI write ups for writing On-demands
 - EL subgroup focus
 - Practice Constructed Responses routine
- 16. School will implement a system for reviewing medical waiver requests and documenting NTE in TOMs when students experience a medical emergency. Testing Coordinator will review CAASPP website to obtain Instructions for Using Condition Codes
- 17. The school will increase parent knowledge around testing requirements so that parents are aware of the implications that statewide testing has on the school. Saturday school sessions will have designated time for parent trainings related to SBAC participation IEP meetings will incorporate discussions related to the importance of SBAC participation
- 18. Performance task practice (3-5)



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Books \$30,000 2. Computers \$10,000 3. Software 18,000	1. Books \$50,000 2. Computers \$20,000 3. Software 35,000 4. Drama Teacher \$80,000 5. PE Teacher \$73,000	1. Books \$20,000 2. Computers \$50,000 3. Software \$32,000 4. Drama Teacher \$90,000 5. PE Teacher \$68,000
Source	1. LCFF 2. LCFF 3. LCFF	See 2017-18	1. LCFF 2. LCFF 3. LCFF 4. LCFF S/C 5. LCFF S/C
Budget Reference	1. Books 2. Computers 3. Software	See 2017-18	1. Books 2. Computers 3. Software 4. Salaries & Benefits 5. Salaries & Benefits

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 3

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7,8

Local Priorities: NA

Identified Need:

N/A - This goal does not apply because we are an elementary school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for College Readiness.	We are a elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for A-G completion	We are a elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for graduation rates	We are a elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for passing of AP exams	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for dropout rates	We are a middle school. So We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for 9 th grade retention	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

N/A - This goal does not apply because we are an elementary school.

2018-19 Actions/Services

N/A - This goal does not apply because we are an elementary school.

2019-20 Actions/Services

N/A - This goal does not apply because we are an elementary school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A - This goal does not apply because we are an elementary school.	See 2017-18	See 2017-18
Source	N/A - This goal does not apply because we are an elementary school.	See 2017-18	See 2017-18
Budget Reference	N/A - This goal does not apply because we are an elementary school.	See 2017-18	See 2017-18

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$711,522	21%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

In the 2019-2020 school year, \$711,522 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, intervention specialist, dean of students, drama teacher, PE teacher, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 21%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$673,491

16.3%

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

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

In the 2018-2019 school year, \$673,491 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, intervention

specialists, dean of students, drama teacher, PE teacher, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 16.3%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 414,151

13%

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

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

In the 2017-2018 school year, \$414,151 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, intervention specialists, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 13%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sal/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Aspire River Oaks Charter School	Kris Jamison Principal	Kris.jamison@aspirepublicschools.org 209-956-8100

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Aspire River Oaks Charter School is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through Insert Lodi Unified School District.

The school is designed to serve approximately 414 of students from grades TK to 5. The school's demographic profile is 42% Latino, 8% African American, 20% Asian, Pacific Islander 1%, Multi-ethnic 8% and 21% Caucasian with 47% of the student body eligible for the free and reduced priced meals program. 23% of the students have English as a second language.

LCAP Highlights

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

We continued with our SEL program, Toolbox and added the Restorative piece with all staff members which resulted in the suspension rate decreasing to 1.5% and our formal referrals also decreasing. Through GLAD training, reading and math Professional Development, and reading intervention, our math ICA scores increased by 14%. Our ELA ICA scores decreased by 1% as compared to the year before. However, by continuing to focus on guided reading there has been reading growth across all grade levels. Our computer ratio increased from 2:1 and will continue to increase in the coming year. On the Performance Task, 48% of students in grades 3-5 met or exceeded expectations in writing.

Review of Performance

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

Greatest Progress

English Language Learner progress scored very high at 85.9% which is an increase of 3.4%. In English Language Arts we had a high score 17.7 points above level 3. However, this is a decline from the prior year by 6.4 points. In mathematics, had high results with 18.8 points above level 3 which is an increase of 5.5 points from the year before.

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

Greatest Needs

Our suspension rate status is high at 4.2 percent which is an increase of .7% from the year before. We will be tracking suspension data, implementing Tool Box and RULER social emotional learning curriculum, and our Summer retreat focus will be Social/Emotional Learning and Restorative Practices.

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

Performance Gaps

For English Language Arts, our low-income students scored a medium of 9.6 points above level 3 which is a 3.3 point decline. We will continue with our guided reading practices, GLAD training, and reading intervention to promote growth. For Low-income students we have a high suspension rate of 4.6% which has maintained from last year. For English Learners we have a medium score of 1.2% which is an increase of 1.2%. We will continue with our Social Emotional Learning work to include professional development and parent education.

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

Increased or Improved services

Through professional development in math, English language arts, social-emotional learning and parent education we will work to increase services for low-income and English Learners. We will measure this work through student data analysis with a specific focus on these two sub-groups.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$4,958,000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$655,000

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

Personnel expenses including salaries, benefits and payroll taxes. Operating expenses including books, materials & supplies, technology, equipment, travel & conferences, and other professional services. Facility expenses including rent, utilities, repairs & maintenance, and facility contractors. Other expenses including authorizer oversight fees, home office and regional office contributions, interest, and depreciation & amortization.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,121,000

Annual Update

LCAP Year Reviewed: 2017-2018

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

Goal 1

Physically and emotionally safe schools: Equitable, productive and engaging environments that enlist families as partners

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,5,6

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
Maintain 100% of teachers fully credentialed.	88% of teachers are fully credentialed. 12% are in the process of completing credential requirements.
Maintain 100% the school facilities in "Good" Rating	Indoor lighting project was completed. Bark was replenished in the play structure areas. Overall facility rating is GOOD.
Continue to maintain 100% CCSS aligned curriculum that was 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 materials are aligned to CCSS.	Site administrators reported that classroom observations found that 100% of all teachers were implementing CCSS.
Increase 2% of Stakeholder satisfaction with the school.	Our satisfaction rate is 88% based on Spring Family Survey 2018. This is down 4 % from last year at 92%.
Increase 3% of "Overall Average" of students that are satisfied	Our overall average rate is 76% on the Spring Student Survey 2018. This is down 1% from last year at 77%.

Expected	Actual
Increase 5% of EL students to meet their annual growth goal	64% met their annual growth goal.
Reduce by 5% of EL students that are Redesignated FEP	Redesignation rate is 39%.
Increase 1% of Average Daily Rate of Attendance	ROCS grew from 96.3% to 97.7%.
Reduce by 1% of students that were chronically absent (Students that missed more than 10% of school days)	Increased from 6.3% to 7.0%.
Reduce by 1% of students that were suspended.	Decreased from 3.7% to 1.5%.
Maintain 0% of students that were suspended.	1.5% of students were suspended.
Increase 1% of "Overall Average" of parents/students that are satisfied	All respondents were 88% satisfied.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PLANNED</p> <p>Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction</p> <p>1. Parent communication</p> <ul style="list-style-type: none"> - Weekly parent notifications Via Parent Square - Monthly Newsletters - Classroom Newsletters - LCAP Input Meetings - Annual Parent Surveys - ASC and ROCC parent councils 	<p>Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction</p> <p>1. Parent communication</p> <ul style="list-style-type: none"> - Parent Square was utilized daily by teacher, parents, and staff to communicate events and updates. - We held 2 LCAP meetings for input from stakeholders. Surveys were sent out as well. - ROCC monthly meetings - 2 ASC meetings were held 	<p>1. Assistant Principal \$112,000</p> <p>2. Intervention Specialist \$76,000</p> <p>3. Intervention Specialist \$105,000</p> <p>4. Behavior Intervention Specialist \$86,000</p> <p>1. LCFF S/C</p> <p>2. LCFF S/C</p> <p>3. LCFF S/C, Title I & III</p> <p>4. LCFF S/C, Title I</p>	<p>1. Assistant Principal \$112,000</p> <p>2. Intervention Specialist \$76,000</p> <p>3. Intervention Specialist \$105,000</p> <p>4. Dean of Students \$104,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> - Share instructional practice videos and handouts <p>2. Truancy Policy</p> <ul style="list-style-type: none"> - Students and families who missed more than three unexcused absences received additional communication and school support. - Families were notified consistently regarding truanancies, parents with continued truanancies were required to sign attendance contracts to encourage consistent student attendance. <p>3. Community Trainings</p> <ul style="list-style-type: none"> - 2nd Cup of Coffee - Saturday School - Family Nights - Parent square instructional videos and handouts <p>4. Staff Equity Trainings</p> <ul style="list-style-type: none"> - Toolbox and Restorative Practices used to maximize instructional time through social-emotional learning, training, and implementation for students, staff, and families 	<p>2. Truancy Policy</p> <ul style="list-style-type: none"> - Students and families who missed more than three unexcused absences received additional communication and school support. - Families with continued truanancies were required to sign attendance contracts and given financial support such as gas cards <p>3. Community Trainings</p> <ul style="list-style-type: none"> - 2nd Cup of Coffee is held once a month for parents and families. Workshops, information and community bonding - Saturday School is held twice a year to support parental involvement - Parent Square videos of Town Hall presentations and Eureka Math instructional videos were posted. <p>4. Staff Equity Trainings</p> <ul style="list-style-type: none"> - Toolbox lesson plans were provided to staff. These included interactive read-alouds, role plays, chants and daily classroom discussion. Every Staff member is trained in all of the Toolbox Tools. - Restorative Practice staff trainings were conducted. 	<p>1. Salaries & Benefits</p> <p>2. Salaries & Benefits</p> <p>3. Salaries & Benefits</p> <p>4. Salaries & Benefits</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop site climate to guarantee a safe facility/environment with appropriate credentialed staff.</p> <p>1. Teacher Credentials</p> <ul style="list-style-type: none"> - Hiring process focused on finding high quality candidates, recruiting occurred at universities and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring. - Provide Induction Training <p>2. Upgrades for equipment</p> <ul style="list-style-type: none"> - Provide Bark on the Playground - Indoor Lighting Project 	<p>Develop site climate to guarantee a safe facility/environment with appropriate credentialed staff.</p> <p>1. Teacher Credentials</p> <ul style="list-style-type: none"> - Focused on high quality candidates, recruiting occurred at universities, and teachers colleges. Interviews and demonstration lessons to assure teacher quality when hiring. - Induction Training for new teachers was provided <p>2. Upgrades</p> <ul style="list-style-type: none"> - Replenished bark - Completed lightbulb replacement 		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Parent Square was utilized daily by teacher, parents, and staff to communicate events and updates. We held 2 LCAP meetings for input from stakeholders. Surveys were sent out as well. ROCC held monthly meetings and two ASC meetings were held. Students and families who missed more than three unexcused absences received additional communication and school support. Families with continued truancies were required to sign attendance contracts and given financial support such as gas cards. 2nd Cup of Coffee was held once a month. Saturday School was held twice a year. Parent Square videos of Town Hall presentations and Eureka Math instructional videos were posted. Toolbox lesson plans were provided to staff. Restorative Practice staff trainings were conducted. We focused on high quality candidates, recruiting occurred at universities, and teachers colleges. Interviews and demonstration lessons to assure teacher quality when hiring. Induction Training for new teachers was provided. The bark was replenished. Lightbulb replacement was completed.

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

Through the use of Parent Surveys 87% of those surveyed felt increased communication through the use of parent meeting and Parent Square platform. 76% of parents felt more engaged through these practices. Parent attendance also increased at these meetings, with over 10% of our Latino population also showing an increase as noted as our sub group focus.

Truancies: All truancy procedures were effectively completed. (letters sent and SARCS held) Our yearly average attendance rate remained at 97%. Several families also increased their attendance when given financial support for transportation.

Lighting and Bark projects were completed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Behavior Intervention Specialist position was replaced by a Dean of Students.

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

No changes were made.

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

Goal 2

fAcademic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,7,8

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	100% of students including subgroups have materials and resources necessary to access CCSS aligned curriculum.
Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	100% of English language learners of the regular participated in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes	[Add actual outcome here]
Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes	[Add actual outcome here]
Increase 10% of students that are “On” or “Above” Proficiency Level.	[Add actual outcome here]
Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	100% of k-5 th grade students have VAPA, PE, Science and Technology.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PLANNED</p> <p>All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus</p> <ol style="list-style-type: none"> 1. CCSS Materials <ul style="list-style-type: none"> - Purchase Eureka Math - Purchase blended learning software - Build a science closet - Three of the content units will be science based-(Earth, Life, Physical-NGSS) 2. CCSS Implementation <ul style="list-style-type: none"> - All teachers will be GLAD trained by Spring 2017 - Guided reading year-long PD - Eureka Math Curriculum PD by Great Minds 3. Collaboration Support <ul style="list-style-type: none"> - ELA Intervention K-5 - Release days to plan and implement content units - Four Common Preps - Data Discussions - Instructional Rounds with aspire leaders to focus on instructional core, monitor progress toward meeting the rigor of the CCSS action plan next steps for meeting achievement goals - Peer Observations will be coordinated 	<p>All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus</p> <ol style="list-style-type: none"> 1. CCSS Materials <ul style="list-style-type: none"> - We purchased student workbooks, teacher manuals and supplemental materials for Eureka Math. We purchased Blended Learning Software and organized the science closet for easy teacher use. Each teacher k-5 taught 3 science units 2. CCSS Implementation <ul style="list-style-type: none"> - 80% of our teachers are glad trained - Four guided reading and observations were conducted and four math PD's were also conducted. 3. Collaboration Support <ul style="list-style-type: none"> - ELA intervention was conducted k-5 - Six common release days were given to grade level teams, common preps times were given and data discussions were held 1 time a week. - Three instructional rounds were conducted and weekly peer observations were conducted. 	<ol style="list-style-type: none"> 1. Books \$30,000 2. Computers \$10,000 3. Software 18,000 <ol style="list-style-type: none"> 1. LCFF 2. LCFF 3. LCFF <ol style="list-style-type: none"> 1. Books 2. Computers 3. Software 	<ol style="list-style-type: none"> 1. Books \$30,000 2. Computers \$10,000 3. Software 18,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Access to CCSS for EL Students</p> <ul style="list-style-type: none"> - ELA Intervention K-5 based on student academic data identified through EL focused Rtl Meetings - All teachers will be GLAD trained by Spring 2017 - Data discussion focus as a sub group <p>Individualized instruction in Math and ELA using technology in grades K-5</p> <p>1. Technology Instruction-</p> <ul style="list-style-type: none"> - Computer ratio increased to 2:1 - 30-60 minutes of Blended Learning (ELA and Math) 4 days per week - SBAC review is a part of the technology curriculum - Assessments are computer based <p>2. Increase 10% on MBSA (Goal 2-MBSA)</p> <ul style="list-style-type: none"> - Progress monitoring Fact Fluency-Timed test once a week K-5. - Subgroup focus. <p>3. Increase 10% on Writing assessments school wide</p> <ul style="list-style-type: none"> - Administer On-demand for each unit - COI write ups for writing On-demands - EL subgroup focus - Practice Constructed Responses routinel - <p>4. Performance task practice (3-5)</p>	<p>4. EL Students</p> <ul style="list-style-type: none"> - ELA Intervention and data discussions included a focus with an EL subgroup. 80% of the staff was GLAD trained. <p>Individualized instruction in Math and ELA using technology in grades K-5</p> <p>1. Technology Instruction</p> <ul style="list-style-type: none"> - Computer ratio increased to 2:1 grades k-5, grades 1-5 completed 30-60 minutes of Blended Learning (ELA and Math) 4 days per week, and assessments were computer based. <p>MBSA, writing assessments, and Fast Facts Fluency were discontinued. Teachers used informal resources for data collection for reading, writing, and math.</p> <p>4. Grade 3-5 Performance task was also administered.</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We purchased student workbooks, teacher manuals and supplemental materials for Eureka Math. We purchased Blended Learning Software and organized the science closet and each teacher k-5 taught 3 science units. 80% of our teachers are glad trained. Four guided reading and math PD sessions, as well as, classroom observations were conducted. ELA intervention was conducted k-5. Six common release days were given to grade level teams, common preps times were given and data discussions were held 1 session a week. Three instructional rounds were conducted and weekly peer observations were conducted. ELA Intervention and data discussions included a focus on EL subgroups. Our computer ratio increased to 2:1 grades k-5, grades 1-5 completed 30-60 minutes of Blended Learning (ELA and Math) 4 days per week, and assessments were computer based. MBSA, writing assessments, and Fast Facts Fluency were discontinued. Teachers used informal resources for data collection for reading, writing, and math. Two practice Performance tasks were also administered grades 3-5.

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

Materials, textbooks and resources are of good quality and available for all students for Math, ELA, science and social studies. Because of all the components we have in place to support our academic program (listed above-blended learning, release planning days, intervention, professional development sessions, and coaching through observations, 58% of ROCS students met or exceeded the ELA standards on the mid-year ICA's and 68% of ROCS students met or exceeded the math standards on the mid-year ICA's. 23% of English language learners met or exceeded the ELA standards on the mid-year ICA's. 40% of English language learners met or exceeded the Math standards on the mid-year ICA's.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures meet or exceed Budgeted Expenditures.

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

No changes were made.

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

Goal 3

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

NA – Middle schools. This goal doesn’t apply

[Add actual outcome here]

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

NA – Elementary schools. This goal doesn’t apply

NA – Elementary schools. This goal doesn’t apply

NA – Elementary schools. This goal doesn’t apply

NA – Elementary schools. This goal doesn’t apply

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

NA – Elementary schools. This goal doesn't apply

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

NA – Elementary schools. This goal doesn't apply

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA – Elementary schools. This goal doesn't apply

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

NA – Elementary schools. This goal doesn't apply

Stakeholder Engagement

LCAP Year: 2017-2018

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ELAC-SCC-

9-25-17 Discussed LCAP goals and picked parent engagement as a team focus.

2-1-18 LCAP presentation-define funding and discuss purpose. Will add to new LCAP plan for 2018-2019.

5-17-18 LCAP presentation at ROCC. Discuss stakeholder feedback, new goals and took additional feedback.

Surveys-

ROCS provided Hopes and Dreams feedback forms to all families at Saturday School on April 14th, on parent Square, and in the Wednesday Folder on April 18th. ROCS collected all forms by April 30th.

ROCC-

5-17-18 The new LCAP plan was presented to the community and final feedback was taken from stakeholders.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder Feedback on the Hopes and Dreams for 2018-2019:

Provide a larger afterschool program that includes homework support, intervention, and be free of cost for those in need.

Create smaller class sizes or hire teacher assistants in order to better support/differentiate for all students.

Provide consistent parent information on classroom instruction and monthly progress reports on academics and behavioral success.

Improve lunch program meals and hire extra staff to support all recesses in order to encourage play, competition, build team activities, prevent bullying, and develop relationships.

Provide teacher training and provide resources to support teachers in the classroom.

Provide a guaranteed entry to Ben Holt Middle.

Provide more community outreach/engagement opportunities.

Increase campus security to include cameras in the parking lot.

Increase intervention services to include math and behavioral support.

Increase technology resources-1:1 computer ratio and classroom smartboards

Provide students with extracurricular/enrichment activities to include clubs, steam activities, art, music, and library access.

Actions/Services for the 2018-2019 school year that support this feedback:

ROCS will align with the YMCA in order to restructure their afterschool program to support more families.

ROCS has looked into another meal time provider and has created a lead role on the campus monitor team to provide a stronger recess program in order to better support students with enriching and engaging activities and support student behavior.

ROCS will order new math materials for all grade levels.

ROCS has ordered 105 new chrome books to support students grades 2-5 with 1:1 computer ratio and grades K-1 with 2:1.

ROCS will provide coaches and professional development sessions for all staff.

ROCS will reopen its school library.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal Below

Goal 1

Physically and emotionally safe schools: Equitable, productive and engaging environments that enlist families as partners

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,5,6
Local Priorities: NA

Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher credentials for core subjects	16-17 SARC data: 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.
Facilities in good repair.	15-16 SARC data: 100% of the school facilities are in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CCSS implementation	A CCSS aligned curriculum 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 materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was 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 materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was 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 materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was 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 materials are aligned to CCSS.
Outcome for collecting stakeholder input	16-17 "Stakeholders Survey" data: 88.89% of Stakeholder are satisfied with the school.	Increase 2% of Stakeholder satisfaction with the school.	Discontinued	Discontinued
Outcomes for how the school promotes student participation	Panorama Ed Spring 2017 Student Classroom Survey data: 89% of "Overall Average" of students are satisfied	Increase 3% of "Overall Average" of students that are satisfied	Increase 3% of "Overall Average" of students that are satisfied	Increase 3% of "Overall Average" of students that are satisfied
Outcome for CELDT scores	15-16 Tableau CELDT Reports School/Regional Growth data: 57% of EL students met their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Discontinued	Discontinued
ELPAC	Baseline data coming soon	Baseline year	Outcome to be determined once baseline data is received.	Outcome to be determined once baseline data is received.
Outcome for Reclassification rates for EL students	15-16 Annual Reclassification (RFEP) Counts and Rates: 20.8% of EL students were Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP
Outcome for attendance rates	15-16 Tableau Average Daily Rate of Attendance Report data – 96.59% Average Daily Rate	Increase 1% of Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance
Outcome for chronic absenteeism (Students that missed more than 10% of school days)	15-16 Tableau Chronic Absenteeism Report data: 4.5% of students were chronically absent (Students that missed more than 10% of school days)	Reduce by 1% of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for suspension rates	15-16 Tableau Suspension Rate Dashboard data – 3.5% of students were suspended	Reduce by 1% of students that were suspended. Suspension: 1.5%	Maintain 1.5% of students that were suspended.	1% of students that were suspended.
Outcome for expulsion rates	15-16 SARC data: 0% of students were expelled	Maintain 0% of students that were expelled.	Maintain 0% of students that were expelled.	Maintain 0% of students that were expelled.
Outcome for safety measure using the parent/student climate surveys	Panorama Ed Spring 2017 Family Survey (Elementary) data: 94% of "Overall Average" of parents/students are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Discontinued	Discontinued
Outcome for student emotional regulation	Panorama Ed Spring 2018 Student Survey grades 3-5 data: 48% of "Overall Average" of students are satisfied	N/A	Increase 3% of students that are satisfied.	Increase 3% of students that are satisfied.
Outcome for student safety	Panorama Ed Spring 2018 Student Survey grades 3-5 data: 49% of "Overall Average" of students are satisfied		Increase 3% of students that are satisfied.	Increase 3% of students that are satisfied.
SCAC ELA Outcome Statewide Assessments SPED Participation	SPED: 94.12% of SPED students participated in the Statewide Assessments (i.e., SBAC ELA Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)
SCAC ELA Outcome Statewide Assessments SPED Achievement	SPED: 35.29% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 15% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)
SCAC Math Outcome Statewide Assessments SPED Participation	SPED: 94.12% of SPED students participated in the Statewide Assessments (i.e., SBAC Math Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)
SCAC Math Outcome Statewide Assessments SPED Achievement	SPED: 35.29% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	12% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Unchanged

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 unchanged

2019-20 Actions/Services

Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction

1. Parent communication
 - Weekly parent notifications Via Parent Square
 - Monthly Newsletters
 - Classroom Newsletters
 - LCAP Input Meetings
 - Annual Parent Surveys
 - SSC/ELAC and ROCC parent councils
 - Share instructional practice videos and handouts

2. Truancy Policy
 - Students and families who missed more than three unexcused absences received additional communication and school support.
 - Families were notified consistently regarding truanicies, parents with continued truanicies were required to sign attendance contracts to encourage consistent student attendance.

3. Community Trainings
 - 2nd Cup of Coffee
 - Saturday School
 - Family Nights
 - Parent square instructional videos and handouts

4. Staff Equity Trainings
 - Toolbox, RULER and Restorative Practices used to maximize instructional time through social-emotional learning, training, and implementation for students, staff, and families

We will maintain these Actions and Services throughout the 2018-19 schools and add the following for our PIR/Special Ed Students:

- Hold Parent meetings with SBAC content (student participation outcomes, student targets, testing platform content, etc.) embedded
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students

We will maintain these Actions and Services throughout the 2019-20 schools and add the following for our PIR/Special Ed Students:

- Maintain parent meetings to include SBAC content
- Maintain Special Ed/GE teacher training for how to set up the SBAC platform for Special Ed Students

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Develop site climate to guarantee a safe facility/environment with appropriate credentialed staff.

1. Teacher Credentials
 - Hiring process focused on finding high quality candidates, recruiting occurred at universities and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring.
 - Provide Induction Training
2. Upgrades for equipment
 - Provide Bark on the Playground
 - Indoor Lighting Project
 - Any maintenance items that come up.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Assistant Principal \$112,000 2. Intervention Specialist \$76,000 3. Intervention Specialist \$105,000 4. Behavior Intervention Specialist \$86,000	See 2017-18 4. Dean of Students \$104,000	See 2017-18 4. Dean of Students \$104,000
Source	1. LCFF S/C 2. LCFF S/C 3. LCFF S/C, Title I & III 4. LCFF S/C, Title I	See 2017-18	See 2017-18

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries & Benefits 2. Salaries & Benefits 3. Salaries & Benefits 4. Salaries & Benefits	See 2017-18	See 2017-18

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal Below

Goal 2

Academic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,7,8
 Local Priorities: NA

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for CCSS aligned materials	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.
Outcome for access to CCSS for EL students	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
SBAC ELA outcome	15-16 Tableau SBAC Dashboard data: 65% of students are “meeting” or “exceeding” ELA SBAC outcomes	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes FRL: 57% SPED: 20% ELL: N/A	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes FRL: 62% SPED: 25% ELL: N/A	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes FRL: 67% SPED: 30% ELL: N/A
SBAC Math outcome	15-16 Tableau SBAC Dashboard data: 60% of students are “meeting” or “exceeding” Math SBAC outcomes	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes FRL: 55% SPED: 13% ELL: N/A	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes FRL: 60% SPED: 18% ELL: N/A	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes FRL: 65% SPED: 23% ELL: N/A
Other internal assessment outcome	15-16 Tableau STAR Dashboard data: 34.5% of students are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.
Students access to a broad course of study, including: Art, PE,	100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Music, and Technology				

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

2018-19 Unchanged

Select from New, Modified, or Unchanged for 2019-20

2019-20 Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus

1. CCSS Materials
 - Purchase Eureka Math
 - Purchase blended learning software
 - Build a science closet
 - Three of the content units will be science based- (Earth, Life, Physical-NGSS)
2. CCSS Implementation
 - All teachers will be GLAD trained
 - Guided reading year-long PD
 - Eureka Math Curriculum PD
3. Collaboration Support
 - ELA Intervention K-5
 - Release days to plan and implement content units
 - Three Common Preps
 - Data Discussions
 - Instructional Rounds with aspire leaders to focus on instructional core, monitor progress toward meeting the rigor of the CCSS action plan next steps for meeting achievement goals
 - Peer Observations will be coordinated
4. Access to CCSS for EL Students
 - ELA Intervention K-5 based on student academic data identified through EL focused RtI Meetings
 - All teachers will be GLAD trained
 - Data discussion focus as a sub group

We will maintain these Actions and Services throughout the 2018-19 schools.

We will maintain these Actions and Services throughout the 2019-20 schools.

Individualized instruction in Math and ELA using technology in grades K-5

1. Technology Instruction-
 - Computer ratio increased to 2:1 K-2 1:1 3-5
 - 30-60 minutes of Blended Learning (ELA and Math) 4 days per week
 - SBAC review is a part of the curriculum
 - Assessments are computer based

2. Writing Assessments
 - Administer On-demand for each unit
 - COI write ups for writing On-demands
 - EL subgroup focus
 - Practice Constructed Responses routine
 -

3. Performance task practice (3-5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Books \$30,000 2. Computers \$10,000 3. Software 18,000	1. Books \$50,000 2. Computers \$20,000 3. Software 35,000 4. Drama Teacher \$80,000 5. PE Teacher \$73,000	1. Books \$50,000 2. Computers \$20,000 3. Software 35,000 4. Drama Teacher \$80,000 5. PE Teacher \$73,000
Source	1. LCFF 2. LCFF 3. LCFF	See 2017-18	See 2017-18
Budget Reference	1. Books 2. Computers 3. Software	See 2017-18	See 2017-18

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 3

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7,8
Local Priorities: NA

Identified Need:

N/A - This goal does not apply because we are an elementary school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for College Readiness.	We are a elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for A-G completion	We are a elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for graduation rates	We are a elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for passing of AP exams	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for dropout rates	We are a middle school. So We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for 9th grade retention	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

N/A - This goal does not apply because we are an elementary school.

2018-19 Actions/Services

N/A - This goal does not apply because we are an elementary school.

2019-20 Actions/Services

N/A - This goal does not apply because we are an elementary school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A - This goal does not apply because we are an elementary school.	See 2017-18	See 2017-18
Source	N/A - This goal does not apply because we are an elementary school.	See 2017-18	See 2017-18
Budget Reference	N/A - This goal does not apply because we are an elementary school.	See 2017-18	See 2017-18

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 414,151

13%

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

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

In the 2017-2018 school year, \$414,151 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, intervention specialists, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 13%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$673,491

16.3%

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

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

In the 2018-2019 school year, \$673,491 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, intervention specialists, dean of students, drama teacher, PE teacher, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 16.3%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Aspire River Oaks Academy		
Contact Name and Title	Kris Jamison Principal	Email and Phone	Kris.jamison@aspirepublicschools.org 209-956-8100

2017-20 Plan Summary

THE STORY

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

Aspire River Oaks Charter School is a direct-funded countywide benefit charter school in *San Joaquin County*. It is chartered through Insert Lodi Unified School District. The school is designed to serve approximately 414 of students from grades K to 5. The school's demographic profile is 42% Latino, 8% African American, 20% Asian, Pacific Islander 1%, Multi-ethnic 8% and 21% Caucasian with 47% of the student body eligible for the free and reduced priced meals program. 23% of the students have English as a second language.

LCAP HIGHLIGHTS

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

This year's LCAP has seen many changes. Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter Schools'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. In addition to reimagining Aspire River Oaks Charter School's LCAP moving forward, we've also aligned our goals and measurable outcomes to the new and improved CA School Dashboard State and Local Indicators. Aspire River Oaks Charter School alignment with the Dashboard will help to ensure we are addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability.

In addition, Aspire River Oaks Charter School will be implementing Our first initiative is that all students will increase Common Core content knowledge in ELA, with a subgroup focus of EL learners. This goal will be reached through professional development to include the components of guided reading as well as GLAD strategies. Our second initiative will be to develop site culture, improve student engagement and behavior, and staff and family satisfaction. This will be reached through the adoption of a social emotional curriculum (ToolBox).

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

One of Aspire River Oaks Charter School's greatest areas of progress has been the increase in our Socio-economic disadvantaged in ELA 41.7 points. Our reclassified EL students increased in ELA 25.7 points. We were able to achieve this progress through our professional development through GLAD training and professional development in guided reading. In addition to maintaining these practices, our school will continue with this ELA professional development of both GLAD and guided reading in every K-5 classroom.

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

GREATEST NEEDS

That indicators with the greatest need are [our non classified EL learners, scoring 58.8 points below a level 3](#). In order to increase our focus and efforts on increasing these metrics, we will include a sub focus group as we develop our GLAD strategies.

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

PERFORMANCE GAPS

The state indicators that show a performance gap are students with disabilities and EL learners.. In order to decrease the gaps that currently exist, we will implement social emotional curriculum and continue with GLAD strategies which are specific to reading and writing. Our SPED instructor will participate in training of guided reading strategies, GLAD strategies, as well as, SEL strategies.

INCREASED OR IMPROVED SERVICES

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

Aspire River Oaks Charter School is working to maintain student academic support through intervention teachers and a Dean of Instruction to help unduplicated students and their families be successful in preparing for college and career, both academically and socially-emotionally.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,496,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$437,000

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

Personnel expenses including salaries, benefits and payroll taxes. Operating expenses including books, materials & supplies, technology, equipment, travel & conferences, and other professional services. Facility expenses including rent, utilities, repairs & maintenance, and facility contractors. Other expenses including authorizer oversight fees, home office and regional office contributions, interest, and depreciation & amortization.

\$3,528,000	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-2017

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

<h2 style="margin: 0;">Goal 1</h2>	<p>Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.</p>
--	--

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 10% more students will score proficient or above on the Aspire Writing Assessment.
2. Improved writing instruction for all students

ACTUAL

Aspire writing assessment changed to the SBAC rubric. 3-5 Grade ELA Performance Task scored 49.5% of the total points possible on the performance task analysis.

Staff developed a 3 writing module program to include posttest analysis. They also did monthly cycle of inquiries looking at student work.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

1. Teachers will receive differentiated professional development through coaching, and early release professional development.
2. All new teachers will receive one week of Aspire training including writing instruction

1. We provided subs for Wednesday release days for each grade level 5 times throughout the year for planning content curriculum.
2. All new teachers attended new teacher training.
3. Data informed instruction was completed through cycle of inquiries; teachers adjusted curriculum to meet the needs of all students in writing as well as Aspire wide assessments.

Expenditures

BUDGETED
CCSS Institute
\$1,000 per teacher

Resource:
0000

Object Codes:
1100, 3000, 5200

Substitute teachers \$6,000 for Wednesday release days.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	We provided subs for Wednesday release days for each grade level 5 times throughout the year for planning content curriculum. All new teachers attended new teacher training. Data informed instruction was completed through cycle of inquiries; teachers adjusted curriculum to meet the needs of all students in writing as well as Aspire wide assessments.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the cycle of inquiries, grade level release days, and professional development teachers were able to produce standards based writing which produced higher results on the students’ performance task.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no expense required for teacher training.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 2

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

Goal 2	Increase the % of students passing the MBSA in 5 th grade by 10% until 90%.
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State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
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ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
10% more students will score proficient or above on the Aspire Math Basic Skills Assessment	Fall assessments showed 0% passing rate. Winter assessments showed a 14% passing rate. We will administer the basic skills assessment at the 2017 school year.

ACTIONS / SERVICES

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

Action	1								
Actions/Services	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3; text-align: left; padding: 5px;">PLANNED</th> <th style="background-color: #d9ead3; text-align: left; padding: 5px;">ACTUAL</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3; padding: 5px;">1. Based on the data from the MBSA assessment, intervention services will be provided.</td> <td style="background-color: #d9ead3; padding: 5px;">Our after school program offered intervention to help support basic fact practice.</td> </tr> <tr> <td style="background-color: #d9ead3; padding: 5px;">2. Blended learning will support adaptive student skill practice.</td> <td style="background-color: #d9ead3; padding: 5px;">Blended learning provided individualized instruction which was set up to focus on basic math skills.</td> </tr> <tr> <td style="background-color: #d9ead3; padding: 5px;">3. Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower fast fact fluency and basic</td> <td style="background-color: #d9ead3; padding: 5px;">We conducted monthly COIs with a fast fact focus in grades k-5th. Within this COI we filtered our data, by taking a subgroup focus of EL</td> </tr> </tbody> </table>	PLANNED	ACTUAL	1. Based on the data from the MBSA assessment, intervention services will be provided.	Our after school program offered intervention to help support basic fact practice.	2. Blended learning will support adaptive student skill practice.	Blended learning provided individualized instruction which was set up to focus on basic math skills.	3. Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower fast fact fluency and basic	We conducted monthly COIs with a fast fact focus in grades k-5 th . Within this COI we filtered our data, by taking a subgroup focus of EL
PLANNED	ACTUAL								
1. Based on the data from the MBSA assessment, intervention services will be provided.	Our after school program offered intervention to help support basic fact practice.								
2. Blended learning will support adaptive student skill practice.	Blended learning provided individualized instruction which was set up to focus on basic math skills.								
3. Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower fast fact fluency and basic	We conducted monthly COIs with a fast fact focus in grades k-5 th . Within this COI we filtered our data, by taking a subgroup focus of EL								

Expenditures

math skill achievement	learners.
<p>BUDGETED New Teacher Training \$1,000 per new teacher Math Materials \$15,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 3000, 4200</p>	This goal was accomplished without incurring any specific, identifiable expenses.

ANALYSIS

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

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

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

Our after school program offered intervention to help support basic fact practice through games and timed practice grades 1-5th. Jeremy Pfeifle provided individualized instruction which was set up to focus on basic math skills through the blended learning program. We conducted quarterly COIs with a fast fact focus in grades k-5th. Within this COI we filtered our data, by taking a subgroup focus of EL learners.

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

Winter assessments showed a 14% passing rate. We will administer the basic skills assessment at the 2017 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal was accomplished without incurring any specific, identifiable expenses.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 2

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

Goal 3	Students will complete 3 interdisciplinary units on a single topic.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. Students will receive instruction in an interdisciplinary manner.
2. Students will complete two interdisciplinary unit.

Students did receive instruction in an interdisciplinary manner and completed 3 units built around social studies and science, with a focus on reading comprehension standards.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>Teachers will revise units based on professional development support from coaches.</p> <p>Model units will be posted on Uclass with resources for implementing</p>	<p>ACTUAL</p> <p>Teachers built and revised 3 units based on the common core state standards. Differentiated coaching was provided for individual grade levels to look at standard task alignment within the unit.</p>
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Expenditures

BUDGETED
Planning time,
Substitutes,
Professional Development,
New Teacher Training
\$20,000

Resource:
0000

Object Codes: 1100, 3000

This goal was accomplished without incurring any specific, identifiable expenses.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students did receive instruction in an interdisciplinary manner and completed 3 units built around social studies and science, with a focus on reading comprehension standards. Teachers built and revised 3 units based on the common core state standards. Differentiated coaching was provided for individual grade levels to look at standard task alignment within the unit.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall student performance resulted in 60% advanced/proficient on the ELA ICA assessment in 2017.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	This goal was accomplished without incurring any specific, identifiable expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 2

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

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">4</h3>	<p>Attendance rate 95% for all subgroups.</p>
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>1. Attendance rate for all subgroups will be 95% or higher</p>	<p>Attendance rate was 95%+ on average each month.</p>
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ACTIONS / SERVICES

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

Action **1**

Actions/Services

<p>PLANNED</p> <ol style="list-style-type: none"> 1. Students and families who miss more than three unexcused absences will receive additional communication and school support. 2. Families will be notified sooner about truanancies. 	<p>ACTUAL</p> <p>Principal and business manager met weekly to review attendance and to note truanancies. Letter protocol was followed. Additional support was provided through the SART program.</p> <p>Attendance phone notification system was used. Follow up calls were made by office staff when necessary. Families were notified by phone and through written communication when a student missed three days of school.</p>
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Expenditures

<p>BUDGETED</p> <p>Principal \$10,000</p> <p>Office Manager \$40,000</p> <p>Tech Solutions \$10,000</p> <p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p>	<p>ES Principal \$10,000</p> <p>Office Manager \$40,000</p> <p>Tech Solutions \$10,000</p> <p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p>
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ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Principal and business manager met weekly to review attendance and to note truancies. Letter protocol was followed. Additional was provided through the SART program.</p> <p>Attendance phone notification system was used. Follow up calls were made by office staff when necessary. Families were notified by phone and through written communication when a student missed three days of school.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Schools attendance rate is 97%.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>None</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1</p>

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

Goal 5	All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act
-------------------	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will be taught by highly qualified personnel

ACTUAL

All teachers participated in TCRP (the college ready promise). All teachers hold a California Teaching Credential.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>1. Continue to hire only highly qualified teachers</p>	<p>ACTUAL</p> <p>All teachers hired held a California Teaching Credential or internships/residents.</p>
Expenditures	<p>BUDGETED</p> <p>Principal \$40,000</p> <p>Resource: 0000</p>	<p>E Principal \$40,000</p> <p>Resource: 0000</p>

Object Codes:
1300, 3000

Object Codes:
1300, 3000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All teachers participated in TCRP (the college ready promise). All teachers hold a California Teaching Credential. All teachers hired held a California Teaching Credential or internships/residents.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All teachers on campus are highly effective or master teachers based on the TCRP rubric.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

Goal 6	All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory
-------------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. All pupils will have CCSS aligned ELA text sets.	We purchased \$20,000+ worth of leveled books, using several various companies. We also purchased lexia, MyOn and iredy to use in blended reading.
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ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">PLANNED</td> <td style="padding: 5px;">Additional materials will be purchased if needed. ELA software licenses will be purchased.</td> <td style="background-color: #d9ead3; padding: 5px;">ACTUAL</td> <td style="padding: 5px;">We purchased \$20,000+ worth of leveled books, using several various companies. We also purchased lexia, MyOn and iredy to use in blended reading.</td> </tr> </table>	PLANNED	Additional materials will be purchased if needed. ELA software licenses will be purchased.	ACTUAL	We purchased \$20,000+ worth of leveled books, using several various companies. We also purchased lexia, MyOn and iredy to use in blended reading.
PLANNED	Additional materials will be purchased if needed. ELA software licenses will be purchased.	ACTUAL	We purchased \$20,000+ worth of leveled books, using several various companies. We also purchased lexia, MyOn and iredy to use in blended reading.		
Expenditures	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">BUDGETED</td> <td style="padding: 5px;">Materials and resources, IT support \$25,000</td> <td style="background-color: #d9ead3; padding: 5px;">Materials and resources, IT support \$25,000</td> <td style="padding: 5px;">Resource:</td> </tr> </table>	BUDGETED	Materials and resources, IT support \$25,000	Materials and resources, IT support \$25,000	Resource:
BUDGETED	Materials and resources, IT support \$25,000	Materials and resources, IT support \$25,000	Resource:		

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>All resources were purchased and organized in a systematic library for book check out by all teachers. Software was uploaded to all computers grades 1st-5th.</p> <p>Training was provided by software representatives.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Overall student performance resulted in 60% advanced/proficient on the ELA ICA assessment in 2017. Student performance resulted in 80% advance/proficient on the DRA assessment in 2017.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>None</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1</p>

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

<h2 style="margin: 0;">Goal 7</h2>	<p>All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department</p>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

We set up a new TK classroom. We continued to work on the repair of our heating and air system. We hired a landscaping crew for the full year. We replaced our current door buzzer system with a new system. We fixed leaks in our roof and window areas. We purchased a new floor cleaner.

ACTIONS / SERVICES

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

Action **1**

<p>Actions/Services</p>	<p>PLANNED</p> <p>1. Human Resources will help refine the job expectations and performance of the building managers.</p>	<p>ACTUAL</p> <p>Business manager and principal developed a job task description for the building manager and utilized this description to develop his PLP. We utilized this PLP plan to do Mid year and EOY check ins.</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
Facilities support, Building Manager, Custodian, Maintenance \$60,000	Facilities support, Building Manager, Custodian, Maintenance \$60,000
Resource: 0000	Resource: 0000
Object Codes: 2900, 3000, 5610, 7000	Object Codes: 2900, 3000, 5610, 7000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Business manager and principal developed a job task description for the building manager and utilized this description to develop his PLP. We utilized this PLP plan to do Mid year and EOY check ins. Building was repaired as needed
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Building manager has met his PLP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

<h2 style="margin: 0;">Goal 8</h2>	<p>All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards.</p>
--	--

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Leadership team participated in CCSS training.
 Teachers attended GLAD training.
 Annual growth for students <= 5 is 12%
 CELDT scores grew 10% overall between 15-16 and 16-17

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

1. Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June
2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.

ACTUAL

All lead teachers participated in the leadership retreat in June.

 Only one teacher participated in the pilot.

Expenditures

<p>BUDGETED</p> <p>CCSS Institute \$5,000 Lead Teachers \$1,000 per teacher</p> <p>Resource: 0000, 4305, 7405</p> <p>Object Codes: 1100, 3000, 5200</p>	<p>CCSS Institute \$5,000 Lead Teachers \$1,000 per teacher</p> <p>Resource: 0000, 4305, 7405</p> <p>Object Codes: 1100, 3000, 5200</p>
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ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Lead teachers and GE teachers received training through GLAD and CCSS training at leadership retreat.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers implemented GLAD strategies CELDT scores grew 10% overall between 15-16 and 16-17 Annual growth for students <= 5 is 12%
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

<h1 style="margin: 0;">Goal 9</h1>	<p>Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ol style="list-style-type: none"> 1. Students will feel safer and more cared for at school. 2. Families will be more satisfied with the school's academic program. 3. Family satisfaction will increase 5% if below 90% in 15-16. 	<p>Students and family surveys showed 90 % above satisfaction</p>
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ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>1. If below 90%, a plan will be created to address any family concerns.</p>	<p>ACTUAL</p> <p>Surveys were not below 90%.</p>
Expenditures	<p>BUDGETED</p> <p>Principal \$10,000 Parent Outreach \$2,500</p>	<p>Principal \$10,000 Parent Outreach \$2,500 Resource:</p>

Resource:
Object Codes:
1300, 3000, 5200

Object Codes:
1300, 3000, 5200

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Surveys were sent home via school messenger. 98% were returned. Students were given the survey by a GE teacher.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parent and student surveys were 90% above satisfaction.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

<h2 style="margin: 0;">Goal 10</h2>	<p>Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended</p> <p>Baseline 2014-2015 year. 5% increase each year on students scoring proficient school wide and for each subgroup</p>
---	--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL	_____								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Student scores on the SBAC in ELA and Math will increase 5% in all subgroups.

ACTUAL

ELA between 14-15 to 15-16 showed a 19% increase
 Math between 14-15 to 15-16 showed a 13 % increase

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>A plan will be made for instructional changes based on the 15-16 SBAC results</p>	<p>Hispanic students were our lowest sub group. Intervention and a classroom Hispanic subgroup focus in small group setting was included.</p>
Expenditures	<p>BUDGETED</p> <p>CCSS Institute, New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention \$25,000</p>	<p>CCSS Institute, New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention \$25,000</p>

Resource:
0000, 3010, 4035

Object Codes:
1100, 3000

Resource:
0000, 3010, 4035

Object Codes:
1100, 3000

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The Hispanic students received small group and were highlighted through the COI process. During these data discussions an action plan was made for this sub group based on the data.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We had other English language learners in this category so we will need to expand our sub group to all ELL.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>None</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 2</p>

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

Goal 11	Students who are English learners will increase their mastery of the English language
--------------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

We did not meet the goal of 50% of ELs showing growth on CELDT.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

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

ACTUAL

Lead teachers did receive EL development through GLAD training and a focus on CCSS through summer leadership retreat.

All EL learners were identified through the Rtl process. Those that qualified received academic support for ELA intervention.

Expenditures

<p>BUDGETED CCSS Institute, New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention \$10,000</p> <p>Resource: 0000, 3010, 4035</p> <p>Object Codes: 1100, 3000, 5200 Intervention \$10,000</p>	<p>CCSS Institute, New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention \$10,000</p> <p>Resource: 0000, 3010, 4035</p> <p>Object Codes: 1100, 3000, 5200 Intervention \$10,000</p>
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ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students that were identified as below grade level received reading intervention 3 to 4 days a week.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We did not meet the goal of 50% of ELs showing growth on CELDT
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

Goal 12	The current expulsion rate of 0% will be maintained by all subgroups.
--------------------	---

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ol style="list-style-type: none"> 1. No students will miss school due to expulsions. 2. Students will feel safer at school 	<p>No expulsions occurred.</p> <p>Students are able to convey feelings of safety through EOY student surveys.</p>
---	---

ACTIONS / SERVICES

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

Action **1**

Actions/Services	If the % increases, a plan will be created.	ACTUAL Did not increase
Expenditures	BUDGETED Principal \$10,000 Resource:	Principal \$10,000 Resource: 0000

0000
Object Codes:
1300, 3000

Object Codes:
1300, 3000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	N/A
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	N/A
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

Goal 13	Reduce overall suspension rate
--------------------	--------------------------------

State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
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ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 5% fewer students will miss school due to suspensions. 2. Students will feel safer at school.	Suspension rate went from 3.5% to 3.35.

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">PLANNED</td> <td style="padding: 5px;">1. If the rate of student suspension increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative justice.</td> <td style="background-color: #d9ead3; padding: 5px;">ACTUAL</td> <td style="padding: 5px;">Our rate did not increase. We did implement an SEL program-Tool Box.</td> </tr> </table>	PLANNED	1. If the rate of student suspension increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative justice.	ACTUAL	Our rate did not increase. We did implement an SEL program-Tool Box.
PLANNED	1. If the rate of student suspension increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative justice.	ACTUAL	Our rate did not increase. We did implement an SEL program-Tool Box.		
Expenditures	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">BUDGETED</td> <td style="padding: 5px;">Principal \$10,000</td> <td style="background-color: #d9ead3; padding: 5px;">ACTUAL</td> <td style="padding: 5px;">Principal \$10,000</td> </tr> </table>	BUDGETED	Principal \$10,000	ACTUAL	Principal \$10,000
BUDGETED	Principal \$10,000	ACTUAL	Principal \$10,000		

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	We purchased the program Tool Box, an SEL program. We paid to have the company train a team of staff members and implemented year 1 of the program school wide.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers and students have developed a common language to use tools of self-resilience and self-monitoring. This has also aided in restorative practices and less suspensions by .2%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

<h1 style="margin: 0;">Goal 14</h1>	<p>Students will spend 3 hours more a week on computers writing or receiving individualized instruction</p>
---	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Enough devices to create an 8:1 ratio will be purchased.
2. Students will receive two more hours a week on computers writing or receiving individualized instruction

ACTUAL

1. We have 2:1 ratio of students to computers.
2. All students receive a minimum of 210 minutes of technology instruction.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>1. Technology purchasing</p>	<p>ACTUAL</p> <p>We were able to purchase and maintain a 2:1 students to computer ratio.</p>
Expenditures	<p>BUDGETED</p> <p>Technology Software IT Support \$10,000</p>	<p>Technology Software IT Support \$10,000</p> <p>Resource:</p>

Resource: 0000	0000
Object Codes: 4400, 4310, 7000	Object Codes: 4400, 4310, 7000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	We added computers to replace broken computers and added to the kindergarten classes to meet the 2:1 ratio.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All classes were able to run a blended program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1

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

Goal 15	Teachers will be trained to implement the Next Generation Science Standards.
--------------------	--

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ol style="list-style-type: none"> Students will receive science instruction aligned with the NGSS. Teachers will be more effective science teachers. Students will receive baseline scores on the Aspire internal science benchmarks. 	<p>Students receive instruction in 3 core units that were based around NGSS for each grade level. Aspire did not have any Aspire internal science benchmarks.</p>
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ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <ol style="list-style-type: none"> Teachers will be able to attend regional professional development about the NGSS 	<p>ACTUAL</p> <p>Teachers attended regional professional development in the fall.</p>
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Expenditures

<p>BUDGETED Teacher Training, Science Teaching, Principal \$15,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p>	<p>Teacher Training, Science Teaching, Principal \$15,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p>
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ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Teachers received professional development at the regional level at the fall regional PD. Teachers received resources for the NGSS.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Each grade level has built 3 core units that support the NGSS, as well as, reading and writing standards for their grade level.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>None</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire River Oaks Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1</p>

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

River Oaks conducts three major surveys during the school year – a parent, student, and teammate survey. These surveys are administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, safety at school, engagement and participation

Additionally, the following meetings were held to inform the planning process for this LCAP/Annual Review and Analysis:

- School Site Council meeting
- English Language Advisory Council meeting
- School site Leadership Team meetings
- Certificated Teammate & Classified Teammate meeting
- Student Group meeting (secondary)
- LCAP Regional Leadership Meetings

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Based on our consultations, we clearly heard that parents and families want to see:

- Increased clarity around our school-wide goals and actions
- Investment in appropriate class facilities and space for instruction
- Continued investment in support for teachers and other educators
- Continued investment in our Early College Program - and support for our students as they transition to college
- Attention to growing our ELA and Math outcomes

Through this analyzing this feedback, we have committed to:

- Making the LCAP more accessible to our families through shrinking the goals to 4 more manageable topics
- Developing and distributing an LCAP-at-a-glance document

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Physically and emotionally safe schools: Equitable, productive and engaging environments that enlist families as partners

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher credentials for core subjects	16-17 SARC data: 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.
Facilities in good repair.	15-16 SARC data: 100% of the school facilities are in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating
CCSS implementation	A CCSS aligned curriculum 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	Continue to maintain 100% CCSS aligned curriculum that was 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	Continue to maintain 100% CCSS aligned curriculum that was 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	Continue to maintain 100% CCSS aligned curriculum that was 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

	materials are aligned to CCSS.	that all curriculum and materials are aligned to CCSS.	that all curriculum and materials are aligned to CCSS.	curriculum and materials are aligned to CCSS.
Outcome for collecting stakeholder input	16-17 "Stakeholders Survey" data: 88.89% of Stakeholder are satisfied with the school.	Increase 2% of Stakeholder satisfaction with the school.	Increase 2% of Stakeholder satisfaction with the school.	Increase 2% of Stakeholder satisfaction with the school.
Outcomes for how the school promotes student participation	Panorama Ed Spring 2017 Student Classroom Survey data: 89% of "Overall Average" of students are satisfied	Increase 3% of "Overall Average" of students that are satisfied	Increase 3% of "Overall Average" of students that are satisfied	Increase 3% of "Overall Average" of students that are satisfied
Outcome for CELDT scores	15-16 Tableau CELDT Reports School/Regional Growth data: 57% of EL students met their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Increase 5% of EL students to meet their annual growth goal
Outcome for Reclassification rates for EL students	15-16 Annual Reclassification (RFEP) Counts and Rates: 20.8% of EL students were Redesignated FEP	Reduce by 5% of EL students that are Redesignated FEP	Reduce by 5% of EL students that are Redesignated FEP	Reduce by 5% of EL students that are Redesignated FEP
Outcome for attendance rates	15-16 Tableau Average Daily Rate of Attendance Report data – 96.59% Average Daily Rate	Increase 1% of Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance
Outcome for chronic absenteeism (Students that missed more than 10% of school days)	15-16 Tableau Chronic Absenteeism Report data: 4.5% of students were chronically absent (Students that missed more than 10% of school days)	Reduce by 1% of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.5% or less of students that were chronically absent (Students that missed more than 10% of school days)
Outcome for suspension rates	15-16 Tableau Suspension Rate Dashboard data – 3.5% of students were suspended	Reduce by 1% of students that were suspended.	Maintain 2.5% of students that were suspended.	Maintain 2.5% of students that were suspended.
Outcome for expulsion rates	15-16 SARC data: 0% of students were expelled	Maintain 0% of students that were suspended.	Maintain 0% of students that were suspended.	Maintain 0% of students that were suspended.
Outcome for safety measure using the parent/student climate surveys	Panorama Ed Spring 2017 Family Survey (Elementary) data: 94% of "Overall Average" of parents/students are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop Site Culture and Improve Student Behavior and Staff/Family Satisfaction 1. Parent communication - Weekly parent notifications Via Parent Square - Monthly Newsletters - Classroom Newsletters - LCAP Input Meetings - Annual Parent Surveys - ASC and ROCC parent councils - Share instructional practice videos and handouts	We will maintain these Actions and Services throughout the 2018-19 schools.	We will maintain these Actions and Services throughout the 2018-19 schools.

- 2. Truancy Policy
 - Students and families who missed more than three unexcused absences received additional communication and school support.
 - Families were notified consistently regarding trancies, parents with continued trancies were required to sign attendance contracts to encourage consistent student attendance.
- 3. Community trainings
 - 2nd Cup of Coffee
 - Saturday School
 - Family Nights
 - Parent square instructional videos and handouts
- 4. Staff equity trainings
 - Toolbox and Restorative
 - maximize instructional time through social-emotional learning, training, and implementation for students, staff, and families

Develop site climate to guarantee a safe facility/environment with appropriate credentialed staff.

- 1. Teacher Credentials:
 - Hiring process focused on finding high quality candidates, recruiting occurred at universities, and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring.
 - Induction Training
- 2. Upgrades as necessary for equipment
 - Provide Bark on the Playground
 - Indoor Lighting Project

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ul style="list-style-type: none"> 1. Assistant Principal \$112,000 2. Intervention Specialist \$76,000 	<p>Amount</p> <p>See 2017-18</p>	<p>Amount</p> <p>See 2017-18</p>

	<ul style="list-style-type: none"> 3. Intervention Specialist \$105,000 4. Behavior Intervention Specialist \$86,000 			
Source	<ul style="list-style-type: none"> 1. LCFF S/C 2. LCFF S/C 3. LCFF S/C, Title I & III 4. LCFF S/C, Title I 	Source		Source
Budget Reference	<ul style="list-style-type: none"> 1. Salaries & Benefits 2. Salaries & Benefits 3. Salaries & Benefits 4. Salaries & Benefits 	Budget Reference		Budget Reference

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

New
 Modified
 Unchanged

Goal 2

Academic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for CCSS aligned materials	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.
Outcome for access to CCSS for EL students	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
SBAC ELA outcome	15-16 Tableau SBAC Dashboard data: 65% of students are "meeting" or "exceeding" ELA SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes
SBAC Math outcome	15-16 Tableau SBAC Dashboard data: 60% of students are "meeting" or "exceeding" Math SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes

Other internal assessment outcome	15-16 Tableau STAR Dashboard data: 34.5% of students are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.	Increase 10% of students that are “On” or “Above” Proficiency Level.
Students access to a broad course of study, including: Art, PE, Music, and Technology	100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Maintain 100% of students have access to a broad course of study, including: Art, PE, Music, and Technology

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
I. All students will increase common core content knowledge in ELA, Math, Science, and Social Studies - EL will be subgroup focus 1. CCSS Materials - Purchase Eureka Math - Purchase blended learning software - Build a science closet - Three of the content units will be science based- (Earth, Life, Physical-NGSS) 2. CCSS Implementation	We will maintain these Actions and Services throughout the 2018-19 schools.	We will maintain these Actions and Services throughout the 2018-19 schools.

- All teachers will be GLAD trained by Spring 2017
- Guided reading year-long PD
- Eureka Math Curriculum PD by Great Minds
- 3. Collaboration Support
 - ELA Intervention K-5
 - Release days to plan and implement content units
 - Four Common Preps
 - Data Discussions
 - Instructional Rounds with aspire leaders to focus on instructional core, monitor progress toward meeting the rigor of the CCSS action plan next steps for meeting achievement goals
 - Peer Observations will be coordinated
- 4. Access to CCSS for EL Students
 - ELA Intervention K-5 based on student academic data identified through EL focused Rtl Meetings
 - All teachers will be GLAD trained by Spring 2017
 - Data discussion focus as a sub group

Individualized instruction in Math and ELA using technology in grades K-5

1. Technology Instruction-
 - Computer ratio increased to 2:1
 - 30-60 minutes of Blended Learning (ELA and Math) 4 days per week
 - SBAC review is a part of the technology curriculum
 - Assessments are computer based
2. Increase 10% on MBSA (Goal 2-MBSA)
 - Progress monitoring Fact Fluency-Timed test once a week K-5.
 - Subgroup focus.
3. Increase 10% on Writing assessments school

wide <ul style="list-style-type: none"> - Administer On-demand for each unit - COI write ups for writing On-demands - EL subgroup focus - Practice Constructed Responses routinely - Performance task practice (3-5) 		
--	--	--

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. Books \$30,000 2. Computers \$10,000 3. Software 18,000	Amount See 2017-18	Amount See 2017-18
Source	1. LCFF 2. LCFF 3. LCFF	Source	Source
Budget Reference	1. Books 2. Computers 3. Software	Budget Reference	Budget Reference

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

New
 Modified
 Unchanged

Goal 3	College and Career Readiness
---------------	------------------------------

State and/or Local Priorities Addressed by this goal:

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

[Identified Need](#)



[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome for College Readiness.	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for A-G completion	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for graduation rates	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for passing of AP exams	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for dropout rates	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A
Outcome for 9 th grade retention	We are an elementary school. So therefore, these metrics do not apply to our LEA.	N/A	N/A	N/A

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A - This goal does not apply because we are an elementary school.	N/A - This goal does not apply because we are an elementary school.	N/A - This goal does not apply because we are an elementary school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$414,151

Percentage to Increase or Improve Services:

13%

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

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

In the 2017-2018 school year, \$414,151 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, intervention specialists, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 13%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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