

Lead Petitioner agrees that the Resolutions provided below in response to the SCUSD written evaluation will supersede all related provisions in the originally submitted petition. Additionally, Lead Petitioner agrees that the Resolutions provided below will be incorporated as an addendum to the originally submitted petition.

Name: Lane Weiss

Date: 2/27/2018

Signature:

Concern #	Concern Title	Petition/Appendix Page	Resolution
1a	Academic Achievement Data	64	Provide data regarding student performance on CST Science Assignments
1b	English Learner "EL" Reclassification	41	Attach EL Master Plan. Attach RFEP Policy. Attach screenshot of CHA's EL Dashboard.
1c	Health and Safety	101	Provide a copy of the health and safety plan
1 c	Health and Safety	101	Mandated Reporter: Updated language and training dates
1d	Racial and Ethnic Balance	104	Please see attached
1e	Admissions Requirements	109	Please see attached
1f	Conflict of Interest	79	Please see attached
1fi	Bylaws and student handbook		Please see attached
2	Staffing	99	Please see attached. Please note: these answers identify specific positions that will likely be eliminated (one is in process now), which has not been discussed with anyone other than Steph at the school. So these answers are confidential and cannot be included in any document that is available to the public.
3	CMO relationship	155	Services and fees between Aspire and CHA

Please see Sheet 2  
Please see attached documents.


Please see attached Emergency Preparedness Plan

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

Safe Schools Training for the 2017-18 school year was launched 8/7/17 and all employees were required to complete the training by 9/5/17. Additionally all new employees hired are given 30 days to complete all trainings from start date.

CHA pays 14% of its budget to Home Office, the Central Valley Regional Office, and SPED (reflected on submitted budget). In return for the fees, the following services are provided to CHA from the Home Office: Finance & payroll, data & systems, HR, Ops, credentials, facilities and real estate. The fees allow the Central Valley Regional Office to provide the following services and positions: - Associate Superintendents - Curriculum Teams - Instructional Coaching - Student Services Support - Additional IT support (not provided by the central office) - Regional Director of Operations - Community/Family Outreach Manager - Other regional supports as requested by principals and school communities

Capacity	Aspire vs. CHA specific curriculum	31	Please see attached.
Capacity	SEL vogue	33	<b>Social Emotional Learning Program at Aspire Public Schools and CHA.</b> Aspire Public Schools has committed to developing and implementing Social Emotional Learning as part of our instructional program and our strategic plan titled "Aspire Forward". We have adopted the SEL principles of CASEL (Collaborative for Academic and Social and Emotional Learning). An Aspirewide working group was formed in March of 2017, led by Central Valley Area Superintendent Lane Weiss and assisted by SEL consultant Pamela McVoagh-Lally. A menu of evidence based programs, and programs endorsed by CASEL, were selected for consideration of adoption. The Central Valley and Bay Area regions chose to adopt RULER as their core instructional program for SEL. RULER was created by Marc Brackett at the Yale Center for Emotional Intelligence. CHA staff have been trained in a "Foundations Training" in the Central Valley, and CHA leaders have attended two days of "training for the trainers" by RULER trainer and Director of Education, Dena Simmons. CHA is in phase one of implementing RULER and will continue implementation of RULER in grades TK-5. In addition to RULER, CHA has implemented "Restorative Practices" and several staff members have been trained in this program, designed to be integrated with RULER and a schoolwide approach to SEL throughout the school, and in collaboration with the Central Valley Region and all three other Aspire regions.
Capacity	Countrywide benefit charter	49	Replace with: The Charter School is a direct-funded charter school in Sacramento County.
Capacity	Credentialed status of M. Ex. A8 (pg. 514 out of 537)	Appendix p 514	Aspire error: This teacher is no longer at CHA.
Capacity	Admission application form. Free and Reduced Information requested. A11 Dispute Resolution different than petition and its use of DRL A15	Appendix 15	Aspire Public Schools' mission is to operate small, high quality charter schools in low income neighborhoods. In order to better align with our mission and better serve our communities, enrollment preference is given to students who are eligible for free or reduced-price meals. Our definition is consistent with the California Department of Education's. In any given enrollment season, if Aspire Capitol Heights Academy receives more applications than available seats, the Charter School will hold a lottery to determine enrollment for the impacted grade(s). In order for our school's administration team to assign this enrollment preference for the lottery, Aspire's Central Valley application form asks the family to answer the following question "Does the student qualify for free or reduced-price lunch?" and provide additional description, including the website to the CDE Income Eligibility Scales for 2017-18 to assist the family in determining the appropriate response.  To ensure fair and equal admission practices, we will verify a family's free or reduced price-meal eligibility after the lottery if and only if they were made an offer as a result of this enrollment preference. Once the family accepts the offer, the family will complete a free or reduced-price meal verification form and provide proof of eligibility.  In the next school year, we will improve our process by only including the free or reduced price meals eligibility question for those schools that have that enrollment preference.  <a href="https://www.cde.ca.gov/ls/nurs/scales1718.asp">https://www.cde.ca.gov/ls/nurs/scales1718.asp</a>  We are committed to DRL. I filed in the petition in order to align petition and appendices



Lane Weiss  
3/5/18

	<b>2011</b>	<b>2012</b>	<b>2013</b>
Students Tested	25	51	46
% of Enrollment	92.60%	94.40%	86.80%
Students with Scores	25	51	45
Mean Scale Score	343.6	360.5	348.2
% Advanced	16%	16%	7%
% Proficient	16%	37%	40%
% Basic	48%	37%	40%
% Below Basic	12%	10%	11%
% Far Below Basic	8%	0%	2%

**Issue 1 b RFEP Policy: I. Aspire’s Redesignated Fluent English Proficient (RFEP) Policy**

**Title / Objective:** 17-18 RFEP & IFEP Aspire Policy

**Department:** Data & Assessment

**Contact:** Audrey Boochever [audrey.boochever@aspirepublicschools.org](mailto:audrey.boochever@aspirepublicschools.org)

**Last updated:** Spring 2016



*Aspire’s English Learners will be redesignated if they meet the following conditions:*

- a. Meet the ‘CELDT Criterion’, scoring at the Early Advanced or Advanced levels overall on the CELDT without any sub test area below the Intermediate level (e.g. Listening and Speaking, Reading, and Writing)
- b. Are in the second half of grade 1 or above
- c. Meet the minimum Proficiency Level/Cut Score on **at least one** of the following assessments:
  1. Scored at the DRA level just below the independent grade level cut off or higher on the DRA or F&P;
  2. Scored at the Below Grade level or higher proficiency on the STAR Ren Reading Diagnostic based on student’s 16-17 grade (for fall 2nd graders need to have a lexile of at least -104); or
  3. Scored at the Nearly Met level on the SBAC (or higher).
- d. Teacher recommends reclassification based on classroom evidence of academic performance
- e. Notification of parents of student status and right to be involved in the reclassification process

**II. Aspire’s Initial Fluent English Proficient (IFEP) Policy**

Aspire’s students taking the CELDT for the first time will be considered Initial Fluent English Proficient (IFEP) if they meet the following conditions:

- a. Students score at least at the Early Advanced level overall without any sub-skill area below the Intermediate level
  - i. For students in K/1, subscores must be 3+ only in the Speaking and Listening domains.

Issue 1b EL Master Plan

# Aspire Public Schools

## *English Learner Master Plan*

*2017-2018*



**ASPIRE**  
PUBLIC  
SCHOOLS

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## ENGLISH LEARNERS MASTER PLAN

### Introduction

Aspire serves approximately 16,000 students across 40 schools. As of Fall 2017, 25.3% of students at Aspire are English Language learners (EL) and 25.12%% are Reclassified Fluent English Proficient (RFEP). 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.

This document describes the guidelines for schools, parents, teachers and administrators for: a) maintaining compliance with Federal and state laws, b) ensuring that ELs have access to rigorous, standards-based curriculum and c) develop students' English proficiency to support success in college and beyond.

This EL Master Plan is embedded in our broader equity vision. At Aspire, we assert the following equity beliefs:

- Students have the opportunity 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.

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). Furthermore, 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. In accordance with the California ELA/ELD Framework (2015), we hold the belief that by the time a student who is EL has graduated from Aspire, they 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

In service of this commitment, Aspire pairs high quality instruction using Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in the mainstream classroom with EL-specific methodology, provided in both a designated and integrated model. Using robust data systems for teachers, coaches, administrators and district-level 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.

As a reflection of our belief in culturally relevant practices, our English Learner program aims to create college ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies. The following guiding principles from the ELD Framework (2015) drive our ELD program:

- Schooling should help all students achieve their highest potential
- The responsibility for developing ELs' literacy and language is shared among all educators and staff.
- Curriculum for ELD should be well-designed, comprehensive and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement are critical to language proficiency.

These beliefs are the foundation of the California ELD Framework and provide guidance for instructional practices.



## Section 1: Initial Identification, Assessment, Parent Notification

### *Home Language Survey*

The School administers the home language survey (HLS) upon a student's initial enrollment into the School (on enrollment forms). Students in the country less than twelve months are given the state's Designated Primary Language Test to determine the student's academic proficiency when tested in his/her home language.

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 as follows:

- English Only (EO) if the answers to 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 three 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.

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 outlined below. Regardless of the sending school, all updates to student information must be entered into Powerschool by the school staff.

**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). 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.

**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.

### **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. Starting in the 2018-2019 school year, the ELPAC will take the place of the California English Language Development Test (CELDT). The initial ELPAC will be used for students who have not yet taken the CELDT or ELPAC and who have not yet been classified as an English Learner. Prior to administration, all teachers will be trained in administering and scoring the initial ELPAC.

**Timeline.** Assessment will occur within 30 calendar days at the beginning of the school year or within 2 weeks of the student's enrollment.

- the student is given the Initial ELPAC within 30 days of initial enrollment<sup>1</sup>
- 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.

### **Assessment - Summative ELPAC**

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 Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

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

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<sup>1</sup> The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT (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.

correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.<sup>2</sup> The Appendix includes descriptions for each ELPAC level and Framework Level.

<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>

**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.<sup>3</sup>

ELs at all proficiency levels 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. Within the PLDs, three general levels of support are identified: 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

<sup>2</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

<sup>3</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

descriptors are not intended to explain how to provide support or differentiate instruction for ELs at each level.

### ***Students with Disabilities***

Students with disabilities will take the ELPAC and have access to the universal tools, designated supports, accommodations, updated annually by the California Department of Education (CDE).<sup>4</sup>

### ***Primary Language Assessments***

Students designated as ELs on the basis of the initial ELPAC are not automatically assessed in their primary language. On a case by case basis, EL students may be given a primary language assessment (i.e., Aprenda in Spanish), based on the recommendation of the school site. The purpose of a primary language assessment is to determine proficiency in content area topics in the student's home language.

### ***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:

- 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.

### ***Parent Confirmation of Program Placement***

After parents are informed of the initial CELDT (ELPAC) results, the Initial Parent Notification of Language Test Results is returned to the school with the parent's signature. By signing the letter, the

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<sup>4</sup> <https://www.cde.ca.gov/ta/tg/ai/elpacmatrix4.asp>

parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter. The signed letter 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 mainstream 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 Vice President of Education at Aspire Public Schools in writing.

### ***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 for reclassification.

## **Section 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) and access to college and career readiness, within the 2012 ELD Framework. The 2012 ELD standards are designed to correspond to the Common Core ELA standards, they highlight and amplify the critical knowledge about language and skills for using language required in the CCSS ELA standards, and they offer a revision the previous State ELD standards that allows teachers to focus on fewer, clearer and higher targets for EL students.

Effective instructional experiences for ELs throughout the day and across disciplines are engaging, meaningful and relevant, and intellectually rich and challenging and appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds both content knowledge and academic, values and builds on primary language and culture and other forms of primary knowledge.<sup>5</sup>

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<sup>5</sup> ELD Framework for California Public Schools, (2014)

This section will also address the criteria and procedures for reclassifying students as Redesignated Fluent English Proficient (RFEP).

### ***Student Achievement Goals & Accountability***

In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published as part of the CDE California Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency and the number of ELs who were reclassified from EL to RFEP in the previous year

In addition to the ELPI measures, Aspire sites are required to track academic achievement and reclassification as a requirement of 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.
2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years.

### ***English Language Development (ELD) Placement and Instructional Design***

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:<sup>6</sup>

- 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, 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 CELDT, ELPAC, SBAC and Aspire-wide assessments. Student placement can change throughout the course of the school year based on progress monitoring or by parental waiver.

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<sup>6</sup> Susana Dutro’s English Language Development Sheltered Instruction Observation Protocol

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

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.<sup>7</sup>

ELD instruction both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research evidence 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.<sup>8</sup> Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.<sup>9</sup>

The tenets of a high quality program include these guiding principles<sup>10</sup>

- 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, 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, including foundational reading.

**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.

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<sup>7</sup> Improving Education for English Learners: Research-based Approaches (CDE, 2010)

<sup>8</sup> Van Lier, L. and Walqui, A. Language and the Common Core Standards (2012???)

<sup>9</sup> Noguera, P. (2012) taken from

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

<sup>10</sup> Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

English Learners at all levels also participate in a **Designated ELD** program. At Aspire, we have adopted the EL Achieve® curriculum for Designated ELD, which include daily lessons in ELD ranging from 20-60 minutes, taught by a teacher holding EL authorization. In the elementary schools, these ELD lessons occur in a small group setting within the mainstream classroom. In the secondary setting, these ELD classes are built into the master schedule and reported on transcripts as *Academic Literacy*. The following sections describe our two programs in greater detail.

### **Designated ELD**

As stated in the CDE ELD Framework, “designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards...” Aspire adheres to this philosophy by offering Designated English Development during the regular school day at all of its schools.

**TK-5<sup>th</sup> Grade.** In Transitional Kindergarten through 5th grade all general education teachers with ELs in their classroom provide a 20-60 minute block of designated ELD instruction daily. Students are grouped based on grade-level or grade-span, and then further grouped language proficiency level. Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD Standards, such as EL Achieve®.

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 scaffolded 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; 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 programmed into a designated ELD course called Academic Literacy. These Academic Literacy courses correspond to EL level with students are grouped within one level of their proficiency; curriculum and lessons are based on the ELD standards, and include opportunities to speak informally and 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 Study Sync ELD guides aligned to ELD standards, and the state-adopted programs such as English 3D, APEX literacy program. In addition, teacher-made



lessons with a focus on oral language development supplants the standards-based instruction from the other courses in the students' schedule.

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 – 12<sup>th</sup> grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. To supplant the curriculum with language instruction, educators integrate research-based strategies<sup>11</sup> such as:

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

The Common Core State Standards raise the expectations for all students and require a higher level of expertise and support for our English learners. Aspire uses integrated English Language Development

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

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 the content areas as outlined below.

### ***English Language Arts***

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts<sup>12</sup> and the ELD Standards. The school provides instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students 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

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<sup>12</sup> [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>)

learning program (i.e., Dreambox, TenMarks) 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 the Three-Phase Lesson strategy,<sup>13</sup> which 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)***

In science integrated instruction 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

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<sup>13</sup> <https://achieve.lausd.net/Page/11671#spn-content>

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, however 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.<sup>14</sup> In order to meet the needs of these learners, Aspire creates dashboards to make identification of long term English learners easier for teachers. A screenshot from our data portal is below.

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<sup>14</sup> 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](https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf)

E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
LanguageFluencyCode	IsSpecialEd		DailyAttendanceYTD	AbsencesYTD	TardiesYTD	SuspensionsYTD	IncidentsYTD	SBAC_ELA_PrevYr	SBAC_ELA	SBAC_Math_PrevYr	SBAC_Math	CELDT_PrevYr	CELDT	STAR_PrevYr	STAR_1	STAR_2	STAR_3	STAR_4	DRA_PrevYr	DRA_1	DRA_2	DRA_3	DRA_4
EO			100	0	15			4		3				1306	1327	1334	1317						
RFEP			98	4	16			3		1				1066	1183	908							
EO			99	2	7			3		1				663	878	900							
EO	Y		98	4	19			1		1				754									
EO			93	12	8					2				587	773	684	692						
RFEP			96	7	26									717	695	640	909						
IFEP			98	3	5			2		2				925	908	1159	982						
RFEP			96	6	8			4		4				1249	1306	1314	1258						
RFEP			94	10	66		3	3	2	2				592	617	618			50				
EO			90	16	31			3		1				923	788	548							
----																							
EO			91	14	123		1							981	1100	1165	955						
EL			100	0			1	2	1	1		Early Int	Intermed	285	322	300	334			34	38	40	
RFEP			99	1	8									912	838	994	977						
RFEP			98	3	1		4	4	4	4				845	935	896	975	1169	80	70	80		
EO			96	7			3	4	2	3				600	711	740	773		40	50	60		
EO			96	6	36	1	4	2		3				627	913	556	780						
EO			92	13	9		3		3					1134	912	961	1138						
RFEP			95	8	17									672	876	806	907						
EO			98	4										415	467	685	737						
EO			97	5	30	2								887	960	869	1104						
EO			96	6	4			4		3				940	1209	1215	1132						
EO	Y		96	7	6			1		1				479	585	405	514						
IFEP			99	2	70		1	1		1				698	635	836	747						
EO			99	2	8									875	756	1005	717						
EO			100	0	2		2	3	1	2				369	557	570	655						
EO	Y		97	5	20	1	1	1	1	1				92					18				
EO	Y		99	2	8																		
EO	Y		100	0	22		1	1	1	1				415	309	391			38				

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 country identifies five important elements for their success<sup>15</sup>. The way our schools address newcomer students is listed below.

1. Systematic support and placement of students - All students who enter a school spend their initial day or half day being administered an extensive battery of assessments of language, the ELPAC or other appropriate verbal language assessments and content knowledge, Aspire's internal assessments in English and in their native when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, supplemental designated English Language Development and mainstream classes.
2. Heterogeneous Grouping - Because our schools are small, newcomers are mixed in with other students at varying levels of language acquisition. They are supported by classroom teachers and supplemental staff if appropriate, but the learning of English from peers is a core part of their program for part of their day.
3. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all newcomers.
4. Coordinated Efforts: Newcomer Programs, Programs for Advanced ELs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher in elementary grades or the academic counselor.
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.

### **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 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 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. A screenshot of the Dashboard is provided below:

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<sup>15</sup> *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
LanguageFluencyCode	IsSpecialEd		DailyAttendanceYTD	AbsencesYTD	TardiesYTD	SuspensionsYTD	IncidentsYTD	SBAC_ELA_PrevYr	SBAC_ELA	SBAC_Math_PrevYr	SBAC_Math	CELDT_PrevYr	CELDT	STAR_PrevYr	STAR_1	STAR_2	STAR_3	STAR_4	DRA_PrevYr	DRA_1	DRA_2	DRA_3	DRA_4
EO			100	0	15			4		3				1306	1327	1334	1317						
RFEP			98	4	16			3		1				1066	1183	908							
EO			99	2	7			3		1				663	878	900							
EO	Y		98	4	19			1		1				754									
EO			93	12	8					2				587	773	684	692						
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RFEP			96	6	8			4		4				1249	1306	1314	1258						
RFEP			94	10	66		3	3	2	2				592	617	618			50				
EO			90	16	31			3		1				923	788	548							
-----																							
EO			91	14	123		1							981	1100	1165	955						
EL			100	0			1	2	1	1	Early Int	Intermed		285	322	300	334		34	38	40		
RFEP			99	1	8									912	838	994	977						
RFEP			98	3	1		4	4	4	4				845	935	896	975	1169	80	70	80		
EO			96	7			3	4	2	3				600	711	740	773		40	50	60		
EO			96	6	36	1	4	2	3					627	913	556	780						
EO			92	13	9		3		3					1134	912	961	1138						
RFEP			95	8	17									672	876	806	907						
EO			98	4										415	467	685	737						
EO			97	5	30	2								887	960	869	1104						
EO			96	6	4			4		3				940	1209	1215	1132						
EO	Y		96	7	6			1		1				479	585	405	514						
IFEP			99	2	70		1	1		1				698	635	836	747						
EO			99	2	8									875	756	1005	717						
EO			100	0	2		2	3	1	2				369	557	570	655						
EO	Y		97	5	20	1	1	1	1	1				92					18				
EO	Y		99	2	8																		
EO	Y		100	0	22		1	1	1	1				415	309	391			38				

### 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:

State Required Criteria (EC Section 313[f])	Aspire Criteria
English Language Proficiency Assessment	Scored Early Advanced or Advanced on the CELDT <sup>16</sup> with no subtest score below Intermediate.
Comparison of Performance in Basic Skills	Students meet at least one of the following academic indicators: <ul style="list-style-type: none"> <li>Scored Nearly Met, Met or Exceed on SBAC*</li> </ul>

<sup>16</sup> As of February 2018, ELPAC will be used in place of CELDT. Cut points are currently being approved by State Board

	<ul style="list-style-type: none"> <li>● Scored Below, On, or Above on the Star Renaissance Reading Test (Proficiency levels are based on a Significantly Below, Below, On, or Above scale.)*</li> <li>● Scored within one level of On, On or Above on the DRA or F&amp;P reading assessments. **</li> </ul> <p><i>*Per CDE guidelines, students who meet our criterion of basic skills are those who are nearly met on SBAC (connected to college-ready standards) and those who are one level below grade level on STAR Ren.</i></p> <p><i>Students who have not met the standard on SBAC or significantly below grade level do not meet the academic criteria of basic skills.</i></p> <p><b>**See appendix Figure DRA Table.</b></p>
Teacher Evaluation	Teacher recommends reclassification based on classroom evidence of academic performance.
Parental Opinion and Consultation *	Parents are welcome to meet with school personnel to discuss in more detail and share their recommendation.

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

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

### ***Reclassifying English Learners with Disabilities***

An EL student with a disability may be reclassified as RFEP using the guidance below. IEP teams, which must include parent and a teacher authorized to teach language learners, may determine that an alternate assessment in place of CELDT or ELPAC is appropriate for a student. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

### **For Students on Alternate Curriculum**

Criteria 1: [VCCALPS](#) assessment with a score of 49 or above



Criteria 2: Teacher recommendation

Criteria 3: Parent input and consultation (at IEP meeting - written into IEP document)

Criteria 4: Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)

### **For Students on CCSS-curriculum / Diploma track**

Criteria 1: CELDT (4 or 5 overall, with no domain score under 3)

Criteria 2: Teacher Recommendation

- In IEP, note that teacher holds EL authorization
- Include a PLP for Language Acquisition that describes EL support given to the student up to this point

Criteria 3: Parent input and consultation (at IEP meeting)

Criteria 4: Basic Skills assessment used in IEP testing

- Must get written parent consent to assess in cases when assessment is not current

### ***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 mainstream 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 decide 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. 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, and has internal metrics are used to track student preparedness to transition to a university setting. College readiness at Aspire is defined as:

- ACT: Scoring 22+ on English and 23+ on Math

- SBAC: Level 3 meeting on both ELA and Math
- Pass any college course or Pass any AP exam
- Participate in an SEL program

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.

CASSP accommodations, designated supports and universal supports are provided to EL students in their 11<sup>th</sup> grade year to meet the Level 3 score on SBAC.

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.

### **Section 3: Program Monitoring & Professional Development**

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

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

- Adhere to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitor student identification and placement.
- Monitor availability of adequate resources.
- CA School Dashboard: EL Progress Indicator

#### ***Monitoring of Professional Development and Implementation of English Language Development strategies***

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

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.

2. All teachers in their first two years of teaching receive Induction support which 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 Rubric, the ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus.

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

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

### Strategic Planning Protocol for ELD

Schools will engage in observation and strategic planning cycles three times a year to set goals around students' needs in both designated and integrated ELD. Regional office staff support sites in moving through the three observation cycles, collecting data and making progress on site-based ELD goals.

Observation Cycles	Participants	Data Collection	Outcomes
<b>Fall Walkthrough</b> <ul style="list-style-type: none"> <li>2 designated classes</li> <li>2 integrated classes</li> </ul> <i>*Different classes will be chosen each walkthrough</i>	Principal, Deans of Instruction, Content Specialists	<ul style="list-style-type: none"> <li>EL Achieve Integrated ELD Implementation Rubrics/Constructing Meaning Rubrics</li> <li>Low inference notes</li> </ul>	<ul style="list-style-type: none"> <li>Set an ELD goal.</li> <li>Create an action plan for meeting that goal.</li> </ul>
<b>Winter Walkthrough</b> <ul style="list-style-type: none"> <li>2 designated classes</li> <li>2 integrated classes</li> </ul>			<ul style="list-style-type: none"> <li>Assess progress toward previous ELD goal.</li> <li>Create/revise goal</li> <li>Revise action plan</li> </ul>
<b>Spring Walkthrough</b> <ul style="list-style-type: none"> <li>2 designated classes</li> <li>2 integrated classes</li> </ul>			<ul style="list-style-type: none"> <li>Assess progress toward previous ELD goal.</li> <li>Create/revise goal</li> <li>Revise action plan</li> </ul>

**APPENDIX A: PARENT LETTERS**



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

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

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

**Language Assessment Results**

Domain	English Language Proficiency Assessment	Primary Language Proficiency Level Test: Date Administered:
Listening		
Speaking		
Reading		
Writing		
<b>Overall</b>		

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	



	<b>Optional:</b> 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 OCR 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: <b>(Optional)</b>
Listening		
Speaking		
Reading		
Writing		
<b>Overall</b>		

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	
	<b>Optional:</b> Other district measures

**Academic Achievement Results**



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

#### Language Acquisition Programs

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

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

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

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

Sincerely,

<Insert School Leader Name Here>  
 <Insert School Name Here>



## APPENDIX B: PERFORMANCE LEVEL DESCRIPTORS

### 1. ELPAC

Level	Description
4	English learners at this level have <b>well developed</b> 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 <b>moderately developed</b> 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 <b>somewhat developed</b> 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 <b>minimally developed</b> 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 C: 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):		Tuesday:		Friday:	
Monday:		Wednesday:		Thursday:	
ELD Objective:		ELD Objective:		ELD Objective:	
<p><b>SWBAT:</b> make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p><b>SWBAT:</b> identify pronouns within the text and connect pronouns to specific nouns to deepen comprehension of the text (PII 7.2a)</p>	<p><b>SWBAT:</b> make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p><b>SWBAT:</b> define story elements (exposition, key events, and resolution) and identify each element using details from <i>Ready for Marcos</i> (PII7.1)</p>	<p><b>SWBAT:</b> use affixes to determine the meaning of specific vocabulary words (PI 7.1c)</p> <p><b>SWBAT:</b> participate in a small group discussion and express an opinion about the main character (PI7.1, PI 7.11b)</p>	<p><b>SWBAT:</b> define specific story elements (character, plot, conflict, static character, dynamic character, dialogue) (PII 7.1)</p> <p><b>SWBAT:</b> 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><b>SWBAT:</b> Define synonym and find examples of related synonyms using <i>Ready for Marcos</i> (PII 7.2a)</p> <p><b>SWBAT:</b> Write a response paragraph using pronouns and synonyms to create cohesion within written text (PI 7.10a)</p>	
<p><b>Vocabulary Instruction:</b></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><b>Vocabulary Instruction:</b></p> <p>Make predictions and use context clues to determine the meaning of: <u>gazed</u>, <u>surging</u>, <u>remarkable</u></p>	<p><b>Vocabulary Instruction:</b></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><b>Vocabulary Instruction:</b></p> <p>Define story elements (character, plot, conflict, static character, dynamic character, dialogue) and create a visual representation for each word.</p>	<p><b>Vocabulary Instruction:</b></p> <p>Define the word <u>synonym</u> and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p>	
<p><b>Instructional Sequence:</b></p> <ol style="list-style-type: none"> <li>1. First Read: teacher reads aloud</li> <li>2. Instruction: text cohesion through the use of pronouns (what are pronouns: make a list)</li> </ol>	<p><b>Instructional Sequence:</b></p> <ol style="list-style-type: none"> <li>1. define story elements (exposition, key events, resolution)</li> <li>2. Model finding exposition</li> <li>3. students read independently to find key events and resolution</li> </ol>	<p><b>Instructional Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Provide and define modal verbs (ex: possibly/likely, could/would/should)</li> <li>2. Question: Is it right for Monica to have more responsibilities</li> </ol>	<p><b>Instructional Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Re-read the text and find specific examples of each story element</li> <li>2. Discussion question: how does the combination of each element</li> </ol>	<p><b>Instructional Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Model personal writing about making a tough decision in life</li> <li>2. Students write answer to: Narrate a time you had to make a difficult</li> </ol>	

<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>
--	--	--	--	---

Secondary ELD Lesson Template  
Designated ELD

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

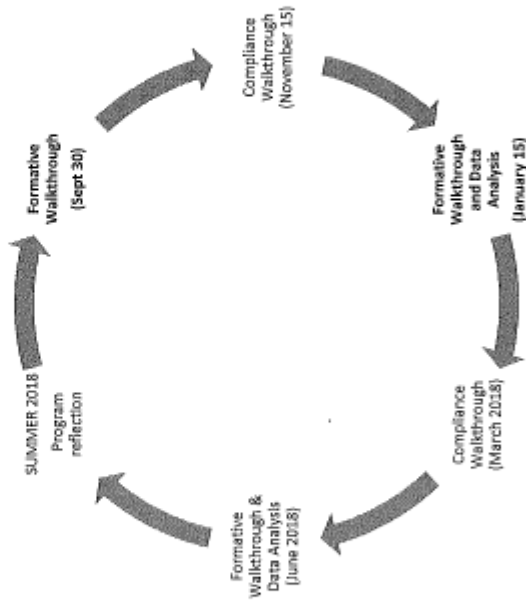
**ELL Planning for Secondary 17-18**

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"> <li>Can use site template</li> <li>MUST have ELD objective tied to ELD standards</li> <li>MUST have explicit vocabulary instruction</li> <li>MUST explicitly model language skill related to ELD objective</li> </ul>	<ul style="list-style-type: none"> <li>Grade level text tied to core curriculum</li> <li>ELD objective based on ELD standards</li> <li>Language skills</li> <li>Vocabulary instruction</li> </ul>
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"> <li>ELD standards focused on collaborative, productive standards</li> <li>MUST have ELD objective tied to ELD standards</li> <li>MUST have explicit vocabulary instruction</li> <li>MUST explicitly model language skill related to ELD objective</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans with ELD objective</li> <li>Collection of formative data</li> <li>Use of reading data (STAR or DRA) to adjust groupings</li> </ul>
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"> <li>ELD standards, focus on reading &amp; writing</li> <li>MUST have ELD objective tied to ELD standards</li> <li>MUST have explicit vocabulary instruction</li> </ul>	

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"> <li>MUST include written language</li> <li>MUST have ELD objectives tied to ELD standards within lesson</li> <li>Apply "Bricks &amp; Mortar" supports taken from EL Achieve</li> </ul>	<ul style="list-style-type: none"> <li>Review data on EL groups in COIs &amp; Aspire assessments</li> <li>Artifacts of scaffolding (from EL Achieve)</li> </ul>
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Monitoring Plan

Monitoring Plan for Designated EL rollout 17-18







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California English Language Framework content and Pedagogy: [CA ELD Framework](#)

# Issue 1 b RFEP Rates

Home > Student Enrollment and Attendance > RFEP Summary > RFEPSummary

1) Choose Org. Level: School | 2) Choose Metric: % RFEP'd

RFEP rate =  $\frac{\# \text{ students with 'EL' in year X-1 and 'RFEP' in year X}}{\# \text{ students with 'EL' status in year X-1}}$

Click header or cell to filter student list	Historical % RFEP'd Language statuses from current year pulled from PowerSchool			
	14-15	15-16	16-17	17-18
CHA		14.3	25.0	33.3

Student Language Status CHA -- 14-15, 15-16, 16-17 and 1 more		
Student	School Yr	Language Status
Abney, ANiyah	16-17	EO
Abrego Perez, Gissell	17-18	EL
Adams, Dominic	15-16	EO
	16-17	EO
Akins, DeAsia	17-18	EO
Alcutt, Alexandra	14-15	EO
	15-16	EO

All - Full History  
Click student name above to show data



*Capitol Heights Academy*

*COMPREHENSIVE SCHOOL SAFETY PLAN*

*2017-2018 SCHOOL YEAR*

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## **INTRODUCTION**

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training regarding the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

## **SCHOOL SAFETY COMMITTEE**

The undersigned members of the Aspire Capitol Heights Academy Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. 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.)

Steph Sanders, Principal	Date
Ryan Almazan, Teacher	Date
Edgar Galvez, Parent	Date
Christian Ramirez, Business Manager	Date
Favian Munoz, Building Manager	Date
Sacramento Police Department	Date

Mari Barrera, Afterschool Director

Date

Schedule of School Safety Committee Meetings

\*minimum of 1 meeting per year

Date	Time	Description of Meeting	Signature of Designee
8/10/17	3:30pm	Review safety school plan and drills procedures	
12/7/17	3:30pm	review data from previous drills, discuss improvements and prepare training for staff and teachers	
3/1/18	3:30pm	Review data and plan for school year 18-19. Discuss upcoming training for teachers and staff.	
6/14/17	TBD	Finalize Comprehensive safety handbook for school year 18-19	



## ***CAMPUS SAFETY AND SECURITY***

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

### ***Entrances and Exits***

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

## ***Releasing Students***

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal’s designee or Aspire counsel before releasing the student.

## ***Visitors Policy***

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

## ***Fingerprinting Policy***

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

### **Who should be fingerprinted**

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

### **Who pays for fingerprinting**

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get

fingerprinted.

## ***Registered Sex Offender Policy***

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with “Megan’s Law”, the principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General’s Megan’s Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school

grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who

is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

## ***EMERGENCY PREPAREDNESS***

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

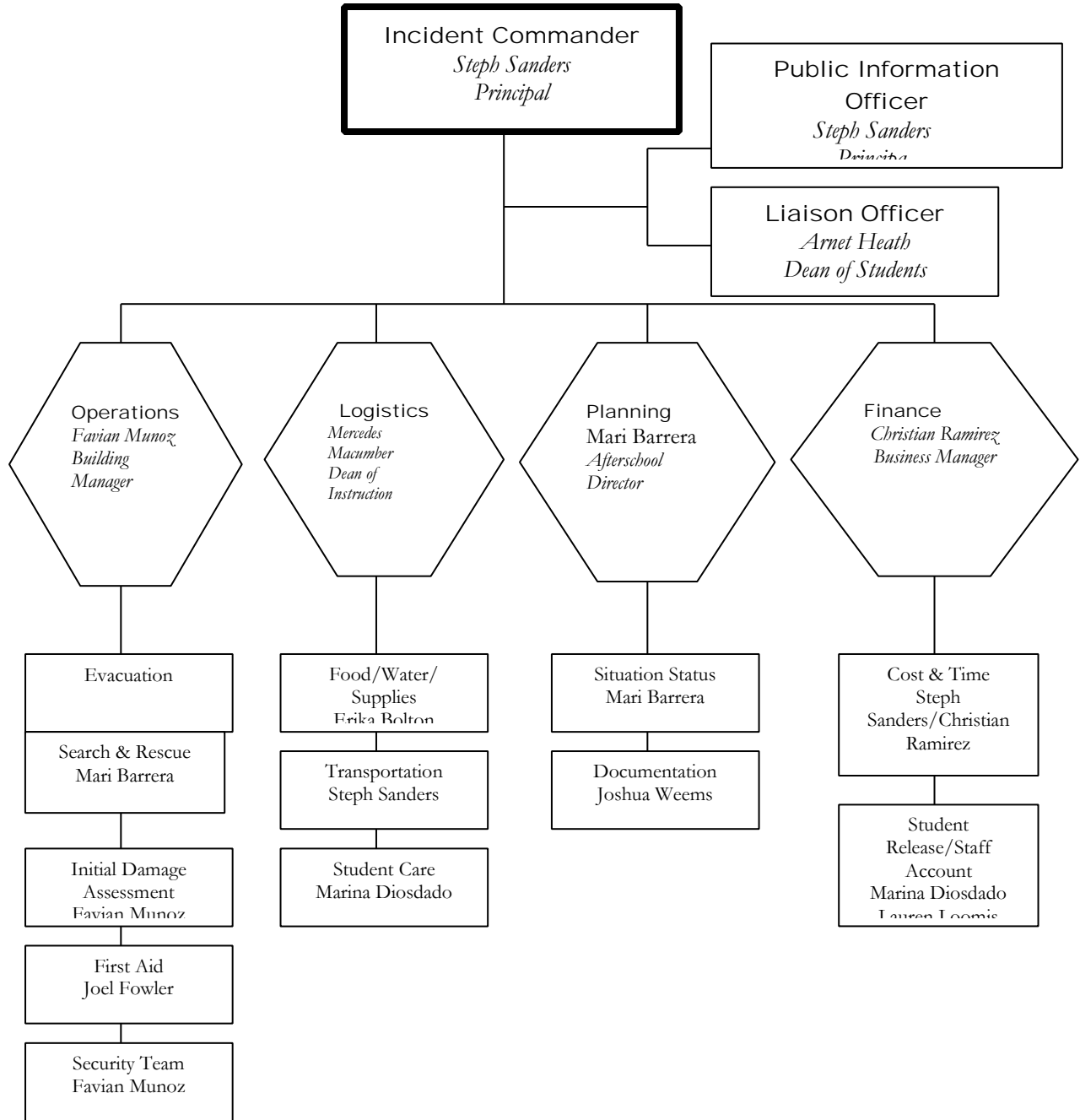
Response Options ALICE Training Institute: <http://www.alicetraining.com>

D-Prep LLC: <http://www.dprep.com>

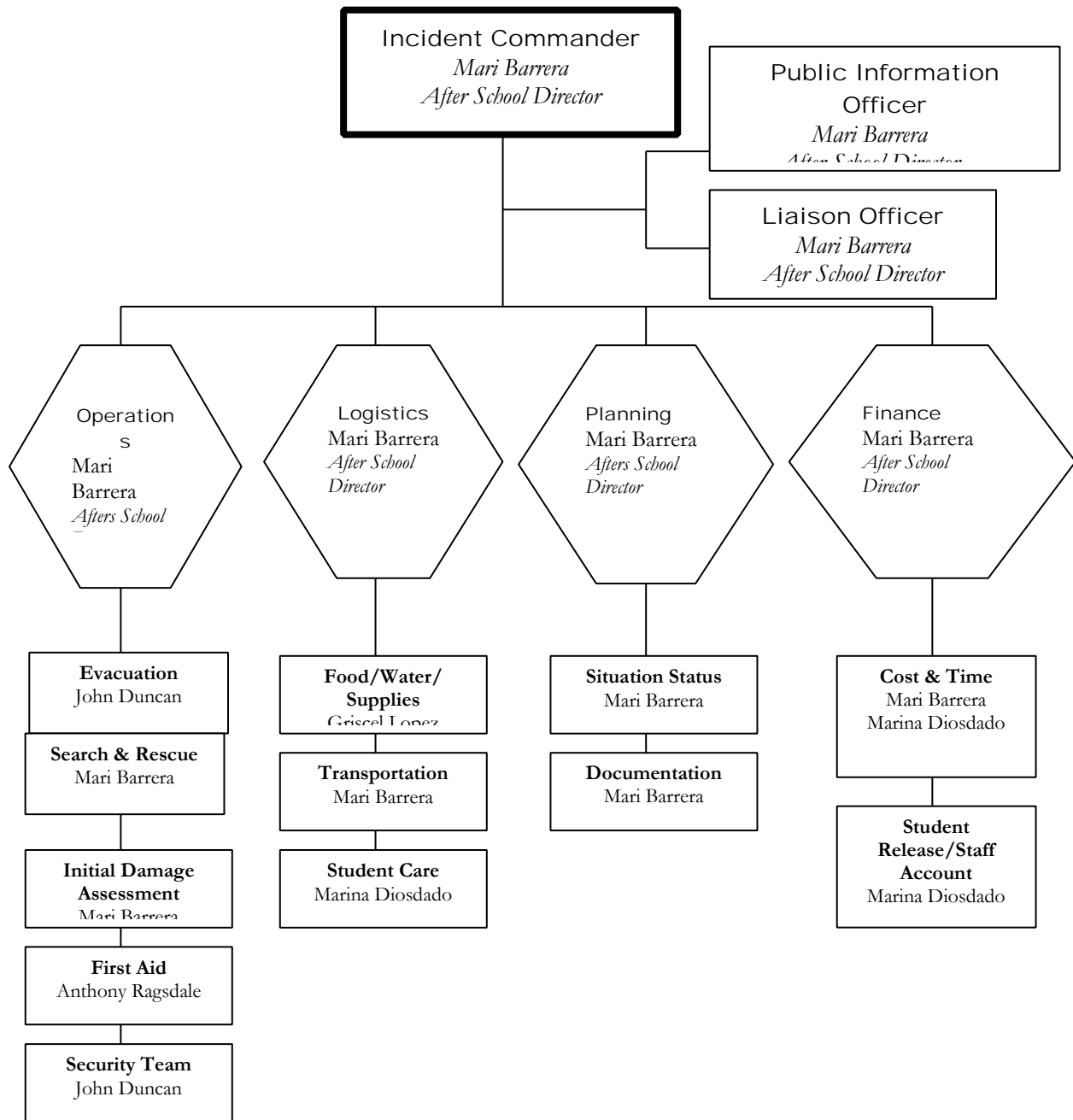
What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

## *Incident Command System*





# Incident Command System – For Afterschool Program



<b>Role</b>	<b>Role Definition and Responsibilities</b>
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<sup>0</sup>% 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***

<b><i>Date &amp; Time</i></b>	<b><i>Type of Training</i></b>	<b><i>Comments</i></b>
7/31/17	All drills best practices	

12/6/17	Improvements on drills and review documentation	
3/2/18	Review drills procedures	

## ***Drills***

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
  - **Elementary:** once per month
  - **Middle school:** four times per school year
  - **Secondary:** twice per school year
  - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
  - **Elementary:** once per quarter
  - **Secondary:** once per semester
  - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
  - **Elementary:** once per quarter
  - **Secondary:** twice per school year
  - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

## *Drill Schedule & Log*

<b><i>Date</i></b>	<b><i>Type of drill</i></b>	<b><i>How long did the evacuation take?</i></b>	<b><i>Activity of students at the time of drill:</i></b>	<b><i>Comments</i></b>	<b><i>Signatures (date signature please)</i></b>
8/17/17	Lockdown				
8/29/17	Earthquake				
8/31/17	Fire				
9/28/17	Fire				
10/26/17	Fire				
11/9/17	Earthquake				
11/16/17	Lockdown				
11/30/17	Fire				
12/14/17	Fire				
1/25/18	Fire				
2/8/18	Earthquake				
2/15/17	Lockdown				
2/22/18	Fire				
3/29/18	Fire				
4/26/18	Fire				
5/17/18	Earthquake				
5/24/18	Fire				

5/31/18	Lockdown				
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## *Drill Schedule & Log - For After School Program*

<b>Date</b>	<b>Type of drill</b>	<b>How long did the evacuation take?</b>	<b>Activity of students at the time of drill:</b>	<b>Comments</b>	<b>Signatures (date signature please)</b>
8/17/17	Lockdown				
8/29/17	Earthquake				
8/31/17	Fire				
9/28/17	Fire				
10/26/17	Fire				
11/9/17	Earthquake				
11/16/17	Lockdown				
11/30/17	Fire				
12/14/17	Fire				
1/25/18	Fire				
2/8/18	Earthquake				
2/15/17	Lockdown				
2/22/18	Fire				
3/29/18	Fire				
4/26/18	Fire				



5/17/18	Earthquake				
5/24/18	Fire				
5/31/18	Lockdown				

## ***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><b>911 Calls</b></p>	<ul style="list-style-type: none"> <li>● When placing a 911 call: give your name, school name, and school address</li> <li>● Give specific location of shooter, intruder, fire, hazardous material or other emergency</li> <li>● Indicate location of incident command post</li> </ul>
<p><b>Mass Notification to Parents</b></p>	<p><u>During an emergency:</u> Principal will send an all call, an email and a text to all parents and inform the status of situation through ParentSquare.</p>
	<p><u>After an emergency:</u> Principal will send an all call, an email and a text to all parents and inform that the emergency ended through ParentSquare.</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:**

Principal will have a cell phone available during the emergency to send information
via ParentSquare

**If no Internet service:**

<b>Principal and Business Manager will use personal cellphones to communicate.</b>

**PLAN FOR LOSS OF ELECTRICITY:**

**List loss of services in event of electrical outage:**

<b>Emergency portable energy generator</b>

**List capability of backup power:**

<b>Unknown</b>

## Staff Phone List

This information will be used only during a school emergency

Grade/ Position	Teacher/Staff	Personal Phone
K/1	Janice Oiy	916-207-4142
K/1	Meleah Campbell	408-480-0944
K/1	Amber Williams	530-559-0790
K/1	Tiara Netter	916-380-0190
2/3	Jennifer Meeks	916-337-6185
2/3	Lobelia Robinson	530-923-3974
2/3	Marisol Cardella	408-401-6181
2/3	Margaret Westover	916-807-5839
4/5	Janell Sterret	216-906-4212
4/5	Anne-Marie Conti	209-423-1494
4/5	Ryan Almazan	916-769-7835
4/5	Joel Fowler	916-479-0645
Science All Grades	Dayna Perez	916-995-3559
PE Educator	Kaitlin Gotfried	858-344-2007
Intervention	Taryn, Machado	831-801-8095

SPED	Edrena Sanders	916-541-2269
Special Ed.	Heather Romanolo	916-607-3262
Director of Intervention	Lisa Common	916-718-8737
Intervention Teacher	Danielle, Cardenas	336-269-4516
Counselor	Lauren Loomis	925-200-0583
SPED Counselor	Lynette Edwards	209-689-5567
Manager of Family Supports	Lisa Daniels	916-821-7017
SOAR Director	Maricela Barrera	916-346-7192
Principal	Steph Sanders	916-267-5949
Dean of Students	Arnet Heath	916-825-0317
Dean of Instruction	Mercedes Macumber	916-223-5835
Business Manager	Christian Ramirez	916-628-5389
Office Assistant	Joshua Weems	530-488-8384
Building Manager	Favian Munoz	916-904-2332
Cafeteria Manager	Erika Bolton	916-670-4222
Campus Motivator	Robbie Williamson	916-263-7453
Campus Motivator	Alexis Barbosa	916-802-7404
Campus Motivator	Starrlight Murray	916-237-6534

Support Staff	Brandon Hawkins	916-757-9042
SOAR Educator	John Duncan	209-676-9845
SOAR Educator/ CM	Marina Diosdado	831-524-4654
SOAR Educator	Griscel Lopez	323 807-1481
SOAR Educator	Anthony Ragsdale	916-705-0346
SPED Resident	Christine Ram	209-581-1017
Teacher Resident	Charly Mckenzie	530-526-0076

## ***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).

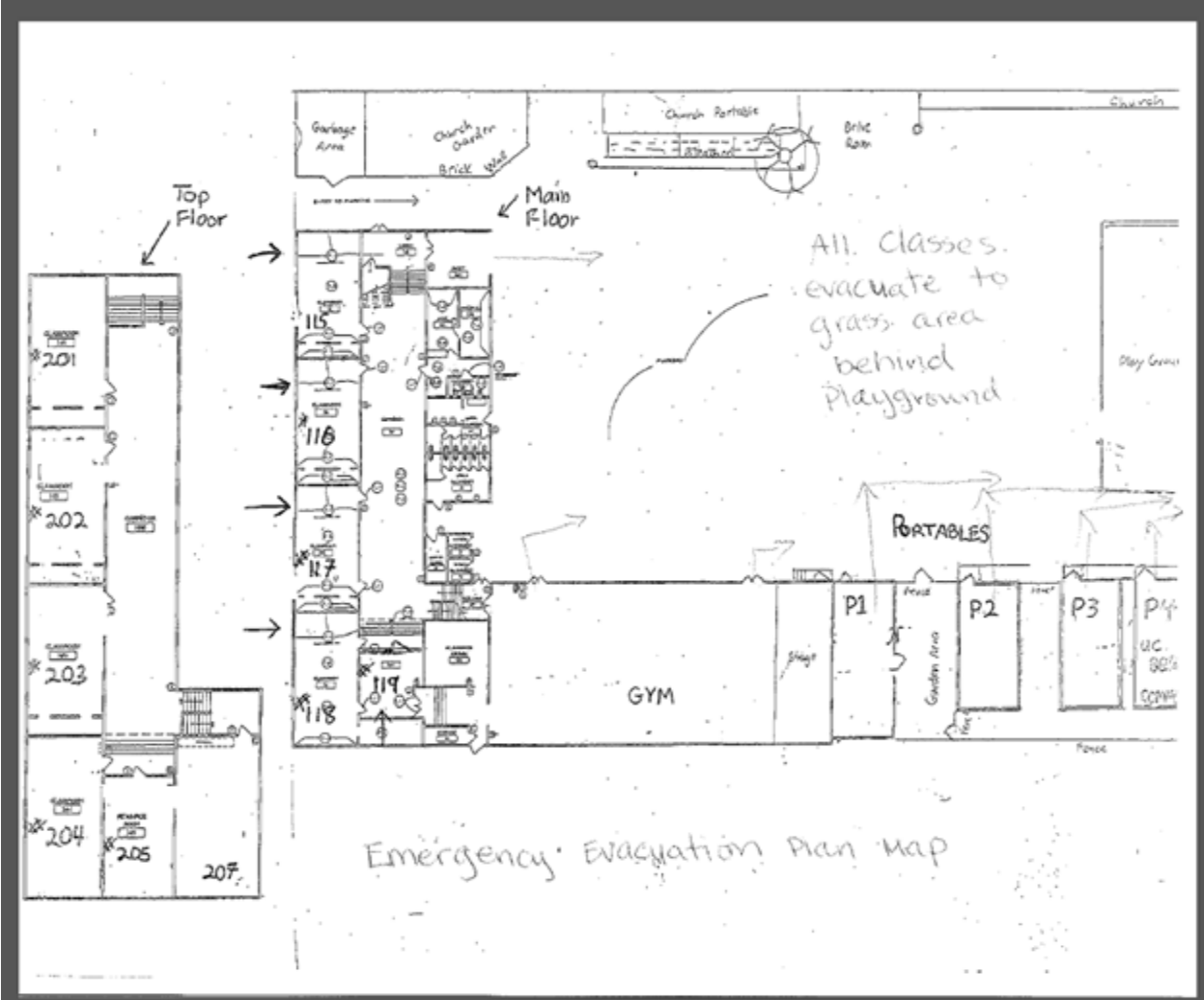
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed 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



In the event of the following Emergencies and Drills Please do the following:

Fire: Upon hearing the fire alarm all classes should immediately exit the building in a calm orderly fashion. The Teacher leads the class out to grass area and have the student line up for roll call. Teachers will hold up a green card if all students are present and a red card if students are missing from their line and unaccounted for.

Lock Down: Upon hearing the, " We are on Lock Down, we are on lock down" announcement, all students and staff should immediately enter a classroom or office and lock the door. Stay out of plain sight and stay quiet until lock down is lifted. The Principal and Building Manager will be checking that doors are locked. You will hear, "All clear, all clear, our lock down now over." once the lockdown is over.

Earthquake Drill: Upon hearing, "This is an Earthquake drill, this is an earthquake drill." all students and staff are to hide under desks and/or tables curled up in a ball protecting their head. Remain in that positions until you hear, "All clear, all clear, our Earthquake drill now over."

## *Site Lockdown Procedures*

In the event of the following Emergencies and Drills Please do the following:

Fire: Upon hearing the fire alarm all classes should immediately exit the building in a calm orderly fashion. The Teacher leads the class out to grass area and have the student line up for roll call. Teachers will hold up a green card if all students are present and a red card if students are missing from their line and unaccounted for.

Lock Down: Upon hearing the, " We are on Lock Down, we are on lock down" announcement, all students and staff should immediately enter a classroom or office and lock the door. Stay out of plain sight and stay quiet until lock down is lifted. The Principal and Building Manager will be checking that doors are locked. You will hear, "All clear, all clear, our lock down now over." once the lockdown is over.

Earthquake Drill: Upon hearing, "This is an Earthquake drill, this is an earthquake drill." all students and staff are to hide under desks and/or tables curled up in a ball protecting their head. Remain in that positions until you hear, "All clear, all clear, our Earthquake drill now over."

# *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.)

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i></b>		



<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i></b>		

## ***DISASTER PLANS***

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

### ***Fire***

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

### ***Earthquake***

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.

7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after initial quake due to after shocks.
5. Staff to follow evacuation procedures previously described.

## ***Flood/ Severe Weather***

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

## ***Electrical Failure***

1. Principal and/or custodian notify the appropriate electrical company (PG&E, SMUD, etc.).
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

## ***Gas Line Break***

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

## ***Water Main Break***

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures to evacuate

students and staff.

## ***Water Contamination***

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

## ***Chemical Spill/ Incident***

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

## ***Lockdown/Shooting Incident***

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately

contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

2. Institute “lockdown” or “evacuation” protocol.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

## ***Bomb Threat***

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects

or packages.

3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

## ***Explosion***

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

## ***Death/Suicide***

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

## ***Intruders/ Vicious Animals***

1. Institute lockdown or evacuation protocol.



2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

## ***Allergic Reaction***

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

### **STAFF ACTIONS:**

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

### **OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

# ***CAMPUS ENVIRONMENT***

## ***Notice of Regulations***

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

## ***Behavior Management Cycle***

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

## ***Behavior Expectation Guidelines***

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or

prescription) or alcohol.

- REFRAIN from the possession, use, or distribution of tobacco products or cigarettes.

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- DESIST from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- KEEP AWAY from gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don’t destroy or write on school buildings, grounds, or property.
- RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

## ***School-Wide Expectations for Student Success***

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.
- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, etc.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults, etc..
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting, etc..
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE’S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

## ***Closed Campus***

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

# ***SUSPENSION***

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

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

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

## *Authority to Suspend*

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

## *Jurisdiction*

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

## *Suspension Alternatives*

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been

suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

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

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

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

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

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

C. Causing a reasonable pupil to experience substantial interference with his or her

academic performance.

D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A. A message, text, sound, or image.

B. A post on a social network Internet Web site including, but not limited to:

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

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

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

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional need pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code

48900.2]

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code

48900.3]

- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel

or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

[Education Code 48900.4]

- Made terroristic threats against school officials or school property. [Education Code 48900.7]

- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire

employee. [Education Code 48901.5 (a)]

#### Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]  
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902].

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

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



[Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

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

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

#### Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

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

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

## **EXPULSION**

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

## **SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S: MANIFESTATION DETERMINATION**

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student

may be disciplined in the same manner as a non-disabled student

## **EXPELLABLE OFFENSES**

### • Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

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

### • Mandatory Recommendation for Expulsion

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

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

### • Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or

Page 48 of 54

at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## ***HARASSMENT POLICY***

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### *Verbal Harassment*

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### *Cyber Harassment*

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

### *Physical Harassment*

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

### *Sexual Harassment*

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the

policy and its importance;

2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

### Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their

gender identity.

- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

## ***SEARCHES***

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

## ***POSSESSION OF WEAPONS OR DANGEROUS OBJECTS***

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

## ***DRUG, ALCOHOL, AND TOBACCO FREE***

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

## ***OTHER PROHIBITED ITEMS***

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

## ***DRESS CODE***

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

### *Uniform Policy*

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

### *Casual/Free Dress Days*

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

## ***SAFETY BEFORE AND AFTER SCHOOL***

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the

parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

## ***PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS***

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

## ***ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY***

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment



complaint should complete Aspire’s “Community Complaint Form”, and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire’s Community Complaint and Discrimination Harassment procedures is included later in this handbook.

## ***PREVENTION OF CHILD ABUSE POLICY***

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California’s child abuse reporting requirements for teachers and other school staff, please contact the front office.

Issue 1d and 1 e

**Recruitment Efforts**

Juneteenth Celebration at McClatchey Park & Caesar Chavez Park June 17th, 2017

**January 2018**

Center of Praise Church

Unity Church

Oak Park Community Center

Oak Park Pre-School

Immaculate Conception Church

Paul Mitchell school of hair design

Fernando school of hair design

**Feb 2018**

Denios Flea Market

-La Esperanza

-Mi rancho

-Galt fleet Market

-Carniceria Lopez

-Mercado Loco

-Shopsmart

-La Superior

-La familia

-Birth and beyond

-Planned Parenthood

**Ads**

Parent Magazine

2158316

A0742630

FILED *Complete*  
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



## FAIR POLITICAL PRACTICES COMMISSION

428 J Street • Suite 620 • Sacramento, CA 95814-2329  
(916) 322-5660 • Fax (916) 322-0886

July 29, 2009

Tomislav Peraic, Attorney at Law  
Aspire Public Schools  
1024 Iron Point Road  
Folsom, CA 95630

Re: Conflict-of-Interest Code for  
Aspire Public Schools

Dear Mr. Peraic:

Enclosed is the approved conflict-of-interest code for Aspire Public Schools approved by the Fair Political Practices Commission on July 28, 2009. The code will become effective on August 27, 2009, which is 30 days after the Commission's approval of the code. No further action is required by the agency to make this code effective.

Also enclosed is a copy of Regulation 18730 which has been incorporated as the body of the agency's conflict-of-interest code and a Statement of Economic Interests, Form 700 and Reference Pamphlet which must be used by designated employees. All designated employees must file Form 700 within 30 days of the effective date of the code.

Please note that if you are not the filing officer for the statements of economic interests, it is imperative that this information be forwarded to the appropriate person. If you have any questions, please contact me at (916) 322-5660.

Sincerely,

Lynda Cassady  
Chief, Technical Assistance Division

By: Sandy Johnson  
Political Reform Consultant

Enclosures

Cc: Matthew Nelson

CONFLICT-OF-INTEREST CODE FOR THE  
**ASPIRE PUBLIC SCHOOLS**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools ("Aspire")**

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.



## APPENDIX A

### DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	I, II, III
CEO/President	I, II, III
Chief Academic Officer	I, II, III
Chief Financial Officer	I, II, III
Chief Operating Officer	I, II, III
Director of Expanded Learning Systems	II, III
Director of Finance	II, III
Director of Human Resources	II, III
Director of Information Technology	II, III
Director of Operations	I, II, III
Director of Professional Development	II, III
Director of Growth and Strategy	I, II, III
Director of Secondary Program	II, III
Director of Special Projects	II, III
Director of Special Education	II, III
Director of Student Services	II, III
Financial Analyst	II, III
Principals	II, III
Regional Vice Presidents	I, II, III
Consultants	*

\*Consultants are included in the list of designated positions and shall disclose pursuant categories I, II and III, subject to the following limitation:

The CEO/President may determine in writing that a particular consultant, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus 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 duties and, based upon that description, a statement of the extent of disclosure requirements. This determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

**APPENDIX B**  
**DISCLOSURE CATEGORIES**

Category I:

- (a) Interest in real property which is located in whole or in part either (1) within the boundaries of any county in which Aspire Public Schools operates, or (2) within two miles of the boundaries of any county in which Aspire Public Schools operates, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- (b) Investments in and income (including gifts, loans, and travel payments) from sources which are or have been within the previous two-year period engaged in the performance of building construction or design within the counties in which Aspire Public Schools operates.
- (c) Investments, business positions in and income (including gifts, loans and travel payments) from sources engaged in the acquisition or disposal of real property within the jurisdiction.

Category II: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which manufacture or sell supplies, books, machinery, or equipment of the type to be utilized by the employee's department.

Category III: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which are engaged in the performance of work or services of the type to be utilized by the employee's department.

For purposes of this conflict-of-interest code:

The term department refers to the agency, Aspire Public Schools, and includes all school locations for the following positions: Members of the Governing Board, CEO/President, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Director of Finance, Director of Operations, Director of Growth and Strategy, and Regional Vice Presidents.

The term department refers to the specific area of responsibility/section for the following positions: Director of Human Resources, Director Information Technology, Director of Professional Development, Director of Secondary Program, Director of Special Projects, Director of Special Education, Director of Student Services and Financial Analyst.

The term department refers to a specific school for all principal positions.

This is the last page of the conflict-of-interest code for the **Aspire Public Schools**.



## CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict-of-interest code for the **Aspire Public Schools** was approved on July 28, 2009. This code will become effective on August 27, 2009.

A handwritten signature in black ink, appearing to read "R. Porter", written over a solid horizontal line.

Roman G. Porter  
Executive Director  
Fair Political Practices Commission

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 22<sup>nd</sup> Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable

purposes and which has established its exempt status under Internal Revenue Code §501(c)(3).

#### ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

#### ARTICLE 5: DIRECTORS

##### Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) 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 eleven (11), 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 30<sup>th</sup> of the final year of their term, or the date his or her successor is elected. A term may not exceed four (4) years. A Director may choose and be elected to serve another term and may not 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 four (4) year term and may only serve one term.

(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 race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

### ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

#### Section 6.1 Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

#### Section 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. 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 two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

### Section 6.5 Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of



a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

#### Section 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 are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

#### Section 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.

## 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.

## Section 7.7 Action Without Meeting

Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

# 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, 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 Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

## Section 8.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on

its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

#### Section 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 three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

#### Section 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

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be

given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## ARTICLE 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:

(a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;

(d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;

(e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than \$50,000; and

(f) Any other information required under these Bylaws.

The report shall be accompanied by any report of independent accountants or, if there is no such report, by the certificate of an authorized officer of this Corporation that such statements were prepared without an audit from the books and records of this Corporation.

## Section 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

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest

are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

#### Section 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

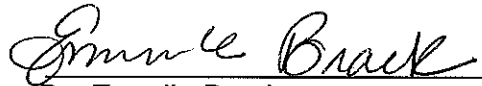
Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, 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 (16) pages were adopted as the Bylaws of the Corporation by the Directors of the Corporation on February 25, 2016, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on February 25, 2016.



By: Emmile Brack  
Its: Corporate Secretary



College for Certain



**Capitol Heights Academy**  
**STUDENT FAMILY**  
**HANDBOOK**  
**2017-2018**

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## **WELCOME FROM THE CEO**

Dear Aspire Families,

First, I want to say thank you. Thank you for entrusting us with the education of your child. We take that responsibility very seriously, and our focus every day is on ensuring that he or she will be prepared to earn a college degree. That's our vision for every student. We now have 40 schools across California and Tennessee, and we are working to prepare all 16,000 Aspire students for success in and after college.

For the elementary, middle, and high school years, we believe school should be an enjoyable and challenging environment - one that supports students and pushes them in their growth as confident thinkers and learners. We are preparing students with the knowledge and skills they need to tackle any problem - not problems on a worksheet or a test, but real problems that matter to them, to the people they love, and to the communities they live in and serve.

I want you to know that we are working tirelessly to make that a reality. This year we have made several big improvements to our curriculum, and we are placing a focus on social-emotional learning for all students. Our teachers, principals, and school staff are all aligned on our clear vision, and they are ready for the new year to begin!

From all of us here at Aspire, welcome to the 2017-18 school year.

Sincerely,

Carolyn Hack  
Aspire CEO

## **SENIOR LEADERSHIP TEAM**

Carolyn Hack, Chief Executive Officer

Delphine Sherman, Chief Financial Officer

Mary Cha-Caswell, Chief Operating Officer

D'Lonra Ellis, General Counsel

Mala Batra, Chief of Staff

Allison Leslie, Area Superintendent, Memphis

Kate Ford, Area Superintendent, Los Angeles

Kimi Kean, Area Superintendent, Bay Area

Lane Weiss, Area Superintendent, Central Valley

James Gallagher, Vice President of Education

Bess Kennedy, Vice President of Advancement

Kara Maguire, Vice President, People

## **ASPIRE-WIDE VISION**

Every student is prepared to earn a college degree.

## **ASPIRE-WIDE MISSION**

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

## **ANNUAL NOTIFICATION AND GUIDELINES**

This Student Family Handbook enumerates sections of the Education Code that require annual parent and/or guardian notification. [*Education Code 48980[a]*]

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

# **CAPITOL HEIGHTS ACADEMY INFORMATION AND POLICIES**

## **LETTER FROM THE PRINCIPAL**

Greetings CHA Community! It continues to bring me a great sense of pride, joy, love, and passion to be bestowed with the honor of being the Principal of Capitol Heights Academy. This year has brought us one step closer to my goal of turning CHA into the jewel of N. California elementary schools. Our scholars have grown so much in all areas of academia, socio-emotionally, exposure to several enrichment activities. The seeds are being planted now from which future community leaders, college graduates, professors, entrepreneurs, grass root politicians, doctors, lawyers, and overall well-rounded global citizens will bear fruit and feed our world with their gifts.

I entered education to literally change the trajectory of scholars, lead revitalization efforts in communities such as Oak Park, provide needs for all families, and to ensure future goals were ones of hope, prosperity, happiness, and success. Though this will look differently for all students I believe in the same formula of love, trust, and respect for every single one of them. I love you enough to educate you in all areas of education and life as I would my own children. I trust you enough to give you all that you need and most of the things want with the belief that you will appreciate these gifts, and even pay it forward at a later juncture. I respect you enough to ensure you are receiving a quality education with high quality resources and experiences. I also respect you enough to look you in your eyes and hold myself accountable for times we as an institution may fall short of these intentions, but I also hold you accountable for taking responsibility for your present outcomes and your future paths.

I thoroughly enjoyed this amusement park roller coaster that was the school year of 2016-17 and look forward to many, many more with the goal of reaching new heights each and every day, week, month, and year!  
I love you, I trust you, and I respect each and every one of you!

Dr. Stephan “Steph” Sanders

## **SCHOOL SITE MISSION AND VISION**

### **Aspire Capitol Heights Academy Vision and Mission**

Our vision is to prepare future college graduates through the purposeful and patient education of the whole child: mind, body, and heart. We develop scholars who are brilliant, confident, compassionate lifelong learners and community servants.

Our Mission is to:

- Create a rigorous, supportive, and caring learning environment
- Actively build strong, thoughtful, and thriving relationships with our scholars and the members of our community
- Model and maintain high expectations of our scholars
- Assess and address the needs and challenges of each of our scholars’ and their families’ in order to facilitate the highest achievement outcomes possible.

## **CAMPUS AND OFFICE OPERATIONS**

### **SCHOOL CONTACT INFORMATION**

2520 33<sup>rd</sup> st  
Sacramento CA 95817  
(916) 739-8520

# SCHOOL SITE CALENDAR

Capitol Heights Academy							2017-2018 School Calendar							Final									
<b>Jul-17</b>							<b>January 2018</b>																
<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	July	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	January	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	
						1		1	2	3	4	5	6	1: Winter Break									
2	3	4	5	6	7	8		7	8	9	10	11	12	13	15: MLK Day								
9	10	11	12	13	14	15		14	15	16	17	18	19	20	27 Saturday School 9a-11a								
16	17	18	19	20	21	22		21	22	23	24	25	26	27	Instructional Days								
23	24	25	26	27	28	29	26-28 CV PD	28	29	30	31												
30	31																						
<b>August</b>							<b>February</b>																
<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	August	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	February	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	
6	7	8	9	10	11	12	7: First Day of School					1	2	3	19: Presidents Day								
13	14	15	16	17	18	19	19 Saturday School 9a-11a	4	5	6	7	8	9	10									
20	21	22	23	24	25	26		11	12	13	14	15	16	17	Instructional Days								
27	28	29	30	31		19	Instructional Days	18	19	20	21	22	23	24									
								25	26	27	28												
<b>September</b>							<b>March</b>																
<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	September	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	March	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	
					1	2	4: Labor Day					1	2	3									
3	4	5	6	7	8	9		4	5	6	7	8	9	10	5-9: SLC Week Min. Days								
10	11	12	13	14	15	16		11	12	13	14	15	16	17	12-23: Spring Break								
17	18	19	20	21	22	23		18	19	20	21	22	23	24									
24	25	26	27	28	29	30		25	26	27	28	29	30	31	Instructional Days								
						20	Instructional Days																
<b>October</b>							<b>April</b>																
<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	October	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	April	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	
1	2	3	4	5	6	7	2-6: Fall Break	1	2	3	4	5	6	7									
8	9	10	11	12	13	14	No School	8	9	10	11	12	13	14									
15	16	17	18	19	20	21		15	16	17	18	19	20	21									
22	23	24	25	26	27	28		22	23	24	25	26	27	28									
29	30	31				17	Instructional Days	29	30														
<b>November</b>							<b>May</b>																
<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	November	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	May	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	
			1	2	3	4	10: Veteran's Day (Observed)			1	2	3	4	5	28: Memorial Day-No school								
5	6	7	8	9	10	11		6	7	8	9	10	11	12									
12	13	14	15	16	17	18	22-24: Thanksgiving Break	13	14	15	16	17	18	19									
19	20	21	22	23	24	25	No School	20	21	22	23	24	25	26	Instructional Days								
26	27	28	29	30		18	Instructional Days	27	28	29	30	31											
							13-17: SLC Week Min. Days																
<b>December</b>							<b>June</b>																
<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	December	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	June	<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>	
					1	2	15 Minimum Day						2	8: Last Day of School/ Work									
3	4	5	6	7	8	9		3	4	5	6	7	8	9	8: Minimum Day								
10	11	12	13	14	15	16		10	11	12	13	14	15	16									
17	18	19	20	21	22	23	18-29: Winter Break	17	18	19	20	21	22	23									
24	25	26	27	28	29	30	No School	24	25	26	27	28	29	30	6 Days of Instruction								
31						11	Instructional Days																

## DROP OFF AND PICK-UP PROCEDURES

On time drop off and pick up is important to your child's success. In order to make drop off and pick up as efficient for you, your child and other families, please follow the below procedures.

Drop Off Time: 7:20 am

Pick Up Time: 3:15pm

Early Pick-Up Policies and Procedures: Wednesdays are minimum days. Pick up time is 12:45 pm.

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

## CLOSED CAMPUS

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

## PARENT/FAMILY CONTACT INFORMATION

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **Student may only leave campus with an adult whose name is listed on the emergency contact information.**

## CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.

## TELEPHONES AND CALLS TO STUDENTS

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office. **Only emergency messages will be relayed.** As appropriate, the office staff and administration will determine if a message is an emergency.

## MEDICATION

If your child needs to take any prescription medications, you must have:

- 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, **and**
- 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

## **ENROLLMENT**

### **ENROLLMENT**

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

### **RE-ENROLLMENT**

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

### **FOREIGN EXCHANGE STUDENTS**

Aspire Public Schools does not accept or enroll foreign exchange students.

### **IMMUNIZATION REQUIREMENTS**

**Students who do not comply with the vaccination requirements shall be excluded from school, meaning, ‘No shots, no school’.** State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability.

**Students who do not comply with the requirements shall be excluded from school.** The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child’s immunization record and/or admission status, please contact your child’s school.

## ATTENDANCE

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments.

### **EXCUSED ABSENCES**

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below **and** 2) the absence is communicated to the school within 5 days of the absence: [Education Code §48205(a) and §48205(c)]

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

### **MAKE-UP WORK FOR STUDENTS WHO WERE ABSENT**

Students who are absent from school for any of the excused reasons stated under “Excused Absences,” as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code §48205]

### **GENERAL TARDINESS**

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered “tardy.” Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered “tardy.”

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

### **SCHOOL SITE ATTENDANCE AND TARDY PROCEDURES**

Regular, on-time attendance is important for your child’s success. In the event your child is absent or tardy, please follow the procedures below.

If your child is **absent**, please call the school office to report the absence with **5 days** and ask for makeup work so that your child does not fall behind.

If your child is **tardy**, please have them come to the office to sign in for the day and obtain a “tardy pass” before they go to class.

### **CHRONIC ABSENTEEISM**

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of “F” or “NC”). [Education Code §49067]

Students with excessive unexcused absences may be referred to the school’s Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Makeup School.

### **WITHDRAWAL DUE TO EXCESSIVE UNVERIFIED ABSENCES (AWOL)**

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

### **TRUANCY**

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Truancy is for unexcused absences not cleared within 5 days. To avoid truancy, please always inform the office if your child’s absence or tardy is for an excusable reason as defined above.

### **NOTIFICATIONS OF TRUANCY**

If your child is classified as truant per CA Ed Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child’s attendance. You will receive additional notifications after six and then again after seven total truancy events. [Education Code §48260, 48261, 48262]

#### First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and delivery confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school’s truancy abatement program, including, but not limited to Weekend Makeup School.

#### Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and delivery confirmation mail.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school’s truancy abatement program.

### **NOTIFICATION OF DETERMINATION OF HABITUAL TRUANCY AND SART**

Once your child has received a third notification of truancy after accruing a seventh truancy event, California Education code identifies your child as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school’s truancy abatement program. [Education Code §48260, 48261, 48262]

#### Notification of Determination as an Habitual Truant

- Letter #3 sent regular and delivery confirmation mail. In addition, a parent may be asked to sign the letter in person.



- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
- SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program.
- If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

The school's SART will consist of:

- The principal;
- The student's teacher from the school in which the student is enrolled; and
- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

### **NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB**

Once a student reaches an 8<sup>th</sup> truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney. [Education Code §48260, 48261, 48262]

#### Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

## **ACADEMICS**

### **ACADEMIC INTEGRITY**

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

#### **CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY**

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

## GRADING POLICIES AND PROCEDURES

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final [Education Code §49066a].

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal and the Area Superintendent. All grade changes will be documented in student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

Capitol Heights Academy uses a standards based grading policy, which is a method where teachers measure how a student is doing in reaching a specific learning goal or standard. Students receive a 1-4 with the following definitions:

Grading Key	
4	Exceeding the grade level standard
3	Meeting the grade level standard
2	Approaching the grade level standard
1	Below the grade level standard
\	Standard not addressed

Please note, not all standards are assessed during every grading period. If you have questions about what your child is learning or how they are progressing, please reach out to your child's teacher.

## INSTRUCTIONAL MATERIALS

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

## TEXTBOOKS AND MATERIALS

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books.

## REQUIRED RESTITUTION

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code §48904 (b)]

## TESTING

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Development Test (CELDT) and English Language Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an Internal Reading Diagnostic Assessment

- Other federal, state and local tests as required

## **FAMILY LIFE/HIV/AIDS EDUCATION**

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

## **SCHOOL CULTURE AND STUDENT LIFE**

### **SCHOOL CULTURE HIGHLIGHTS**

Capitol Heights Academy works hard to create a positive school culture with College for Certain and student success at the center of all that we do. From classrooms named for universities to celebrations that connect our school with students, family and staff, building community is an important piece of the work we do every day.

### **DRESS CODE**

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

#### Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

#### Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

## SCHOOL SITE SPECIFIC DRESS CODE

Capitol Heights Academy requires all students to wear uniforms. Below are the specific uniform requirements for students.

### ASPIRE CAPITOL HEIGHTS ACADEMY DRESS CODE

We would like to thank you for your continued support in enforcing the uniform policy at Aspire Capitol Heights Academy. We appreciate you choosing our school and accepting all of our policies and procedures.

**Who? Students must come to school prepared to learn free from distractions. The first step toward preparedness is for every student to be in proper uniform.**

**When? It is mandatory to wear a proper uniform every day.**

**WHY? THE PURPOSE OF THE UNIFORM POLICY IS:**

- To allow students to focus on school as a professional workspace
- To divert the attention away from clothing as a competitive factor, a reason for bullying to occur, or used as a dividing dispute (Ex. brand names)
- To symbolize our united effort and to minimize distractions on the road to college for certain
- To develop community and to deepen the presence of school pride!!! Go CHA Eagles!!!
- To enhance school safety by easily being able to identify CHA Scholars

<b>No Solid Red Items or Attire Allowed</b>
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<b>Pants</b>	Color Style Size Hot Days	<b>Navy Blue or Khaki/Tan only.</b> <b>Docker or Uniform Style</b> No Colored Jeans, Leggings or Sweats allowed. Must fit students appropriately and belts are required unless there is an elastic waistband Shorts, Skorts, Skirts, or allowed (All must be past the fingertips in length)
<b>Shirts</b>	Color Style Size	<b>Navy Blue or White with the CHA Logo (Required on Polos)</b> Polo (must have logo) or Button Down— <b>MUST HAVE A COLLAR</b> Short or Long Sleeved Shirts must be <b>TUCKED</b> in at all times – <b>NO Exceptions</b> Must fit students appropriately. Extra Long shirts are not allowed.
<b>Undershirts</b>	Color	Navy Blue, White, Gray, or Khaki/ Tan (Neutral colors only)
<b>Tights</b>	Color	Navy Blue, White, Gray, or Khaki/ Tan (Neutral colors only)
<b>Sweaters/ Jackets</b>	Color	CHA Sweatshirt, Navy Blue, White, Gray, or Khaki/ Tan (Neutral colors only)  <b>**No solid red attire is permitted.</b>
<b>Cold Weather Modifications</b>	Color	Navy Blue, White, Black, Long Sleeve Shirt may be worn UNDER uniform shirt for cold days. Collar must be showing. CHA Sweatshirt hoodies - preferred <b>**No solid red shirts underneath or red sweatshirts/hoodies.</b>
<b>Hats &amp; Headgear</b>	Hats and any headgear (including sweatbands, scarves, and hoods) are NOT allowed over a scholar's head at all in school buildings. Headwear required for religious reasons is exempt.	
<b>Shoes</b>	Heels and open-toed shoes are not allowed. Safety is a key concern for footwear. Every child must be able to run and participate in PE activities daily. Therefore, athletic shoes are highly recommended. <b>No solid red shoes are permitted.</b>	
<b>Friday</b>	Students may wear a college T-shirts on Fridays. Jeans may be worn <b>only</b> if the student is wearing a <b>college T-shirt.</b>  <b>No solid red attire is permitted.</b>	

## CLUBS AND ACTIVITIES

**Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity.** Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, **AND**
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; **AND**
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

## ATHLETICS

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

## SCHOOL LUNCHES

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

## EMPLOYMENT OF STUDENTS - WORK PERMIT

While school and preparation for university must always be a student's first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a. maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b. maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c. not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students or Academic Counselor to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places

restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - "The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law." Specific details may be found on the following websites or by talking with your school dean or counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)

Child Labor Laws 2013, (<http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf>) Work Permits FAQ, (<http://www.cde.ca.gov/ci/ct/we/wpfaq.asp>)

## **EXPANDED LEARNING/AFTERSCHOOL PROGRAMS**

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun. If you have questions about your school's afterschool program, please contact the school office.

## **STUDENT BEHAVIOR AND DISCIPLINE**

### **NOTICE OF REGULATIONS**

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

### **POSITIVE BEHAVIOR SUPPORT SYSTEMS**

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

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

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

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

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

Please reach out to the school if you would like to learn more about the systems our school uses.

## **BEHAVIOR MANAGEMENT CYCLE**

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/ guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

## **BEHAVIOR EXPECTATION GUIDELINES**

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE by carrying yourself with respect and showing respect to others.
- ABIDE by all Federal, State, County, and City Laws.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the School Site Council (previously Advisory School Council).
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

The following are not allowed:

- Possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- Possession, use, or distribution of tobacco products or cigarettes.
- Possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- Gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- Fighting, horsing around, hitting, loud noise, or threats towards any person.
- Wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- Littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.

## **SCHOOL-WIDE EXPECTATIONS FOR STUDENT SUCCESS**

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) Follow directions of all staff at all times.
- 2) Look professional at all times: No sagging, headwear, sunglasses, etc.
- 3) Use positive language: No teasing, bullying, profanity, or insults, etc.
- 4) Keep hands, feet, and objects to yourself: No provoking or fighting, etc.
- 5) Be proud and take care of the school and other people's property: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

## **ALTERNATIVES TO SUSPENSION**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil

violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil's presence causes a danger to persons. [Education Code §48900.5]

## **SUSPENSION**

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

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

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

### Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

### Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

### Grounds for Suspension and Expulsion (CA Education Code)

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

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



- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.  
  
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A. A message, text, sound, or image.
    - B. A post on a social network Internet Web site including, but not limited to:
      - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
        - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile

using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

#### Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902] .

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

### Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

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

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

## **EXPULSION**

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

## **EXPELLABLE OFFENSES**

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
  - Committing or attempting to commit a sexual assault or committing a sexual battery
  - Possessing an explosive
- Mandatory Recommendation for Expulsion  
The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
  - Possession of any knife as defined in Education Code 48915(g) or other dangerous object of no reasonable use to the student
  - Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
  - Robbery or extortion [Ed. Code 48900(g)]
  - Assault or battery upon any school employee as defined in (Penal Code 240 and 242)
- Permissive Recommendation for Expulsion-requires a second finding of fact  
Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

### **SUSPENSION AND EXPULSION OF STUDENTS WITH SPECIAL NEEDS: MANIFESTATION DETERMINATION**

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

### **HARASSMENT POLICY**

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

#### Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

### Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

### Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

### Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.

- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.1 described above

## **SEARCHES**

A student’s attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

## **POSSESSION OF WEAPONS OR DANGEROUS OBJECTS**

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

## **DRUG, ALCOHOL, AND TOBACCO FREE SCHOOLS POLICY**

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. No person may possess, use or sell these items in any Aspire building, facility or vehicle.

## **OTHER PROHIBITED ITEMS**

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

## **STUDENT SUPPORTS AND PROTECTIONS**

### **SECTION 504 PLAN**

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. **If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.**

## **SPECIAL EDUCATION**

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a “free appropriate public education” (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. [For more information

on the Special Education referral process, see the section *Child Find and Special Education Notification*

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

## **CHILDFIND AND SPECIAL EDUCATION NOTIFICATION**

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special education programs and services such as specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multi-disciplinary team, including the parent. The evaluation will result in a written report consistent with *California Education Code Section 56327*. Whenever a parent provides a request for assessment, the LEA has 15 days to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents. Parents have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of parent’s written consent to Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt of parent’s written consent. If there is denial of the request for assessment, prior written notice will be provided to the parents, consistent with *Title 34, CFR Section 300.503*, providing *rationale* for denial of the request.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

## **SPECIAL EDUCATION COMPLAINTS**

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent’s Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student’s special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent’s Procedural Safeguards with the parent, which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

## **HOMELESS CHILDREN AND YOUTH (MCKINNEY-VENTO REAUTHORIZATION OF 2002)**

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school’s main office.

## **FOSTER CHILDREN AND YOUTH**

As required by State law, Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils

are held. For additional information concerning services for foster children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

### **ENGLISH LANGUAGE LEARNERS**

Aspire provides a variety of programs to help students who need support in their speaking, reading, writing or understanding of English as a result of English not being their home language. If you are interested in these supports for your child, please contact your school's main office.

### **STUDENT SUCCESS TEAM (SST)**

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

### **AGREEMENT TO CONTINUE STUDENT IN KINDERGARTEN**

Kindergarten is an important place for children to develop the pre-requisite skills they need to be successful in 1st grade. If a student is struggling to develop those pre-requisite skills we work with families to determine if students should progress or repeat kindergarten. Students will not repeat kindergarten without the agreement of parents to postpone 1st grade [Education Code §48011].

### **INDEPENDENT STUDY**

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he or she should be allowed to participate in the program again. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

### **HOME HOSPITAL INSTRUCTION**

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary* disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Please reach to your school's main office if you would like to discuss HHI for your student.

### **SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS**

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

**Counseling services are not guaranteed for students.** Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.



## **EMERGENCY MEDICAL CARE**

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

## **CONTAGIOUS OR INFECTIOUS DISEASE**

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

## **HEAD LICE**

Head lice, while a significant social problem, do not transmit disease to humans. Parent(s)/guardian(s) are encouraged to routinely screen students at home. If lice are seen on a child at school the parent(s)/guardian(s) will be called to pick up the child at the end of the school day and be given a copy of the brochure “A Parent’s Guide to Head Lice” At home, all members of the family should be checked for head lice. This policy allows parent(s)/guardian(s) to treat the child overnight. The day following treatment, the child should be re-examined and admitted to class. If the child still has lice, then the parent(s)/guardian(s) will be contacted.

## **CHILD ABUSE REPORTING**

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California’s child abuse reporting requirements for teachers and other school staff, please contact the front office.

## **FAMILY AND COMMUNITY ENGAGEMENT**

### **SCHOOL-HOME COMMUNICATION**

At school we depend on our parents and guardians to work as our partners in supporting their children’s education. It is always best to first contact your child’s teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

### **FAMILY ENGAGEMENT ACTIVITIES**

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children:

**Special Saturday Classes:** Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it’s important for them to see, feel, and experience the space that their children spend so much time in.

**Guidance for At-home Support:** Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

**Participation in School Decision-making:** Aspire includes two parent representatives on the School Site Council (previously Advisory School Council) of each school, as well as parent participation on the school’s Teacher Hiring Committee.

### **VISITOR POLICY**

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor’s Pass.**

Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership. Each school has various ways to engage with parents and make them comfortable in the school including Saturday Schools, School Site Councils (previously Advisory School councils), volunteer opportunities and site specific events.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is

determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211.

### **VISITOR GUIDELINES**

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

### **VOLUNTEERS**

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full volunteer handbook for a complete list of requirements.

Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

#### Volunteer Drivers

- The driver must have a valid California Driver's License.
- The parent or adult driver must have a current "**Driver's Liability Insurance Statement**" on file in the school office with the following minimum coverage: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.

- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

## **ASPIRE FAMILY RIGHTS AND RESPONSIBILITIES**

### **NOTICE FOR DIRECTORY INFORMATION**

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Aspire may disclose appropriately designated “directory information” without written consent, unless you have advised Aspire to the contrary in accordance with Aspire procedures. The primary purpose of directory information is to allow Aspire to include information from your child’s education records in certain school publications.

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised their local schools that they do not want their student’s information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all of types of information designated as directory information from your child’s education records without your prior written consent, you must notify the Aspire in writing.

### **NON-DISCRIMINATION AND TITLE IX POLICY**

Aspire Public Schools is committed to equal opportunity for all individuals in education. Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Aspire will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” should contact the principal of the school and Aspire recommends individuals work with their schools when they have concerns.

Parents who wish to file a discrimination or harassment complaint should complete Aspire’s “Uniform Complaint Investigation Request” Form (located at the back of this handbook), and should contact the Principal at the school or their Regional Manager of Student Services. More information on Aspire’s Uniform Complaint procedures is included later in this handbook.

### **ASPIRE STUDENT DATA PRIVACY POLICY**

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
  - Family Educational Rights Privacy Act (FERPA)
  - Protection of Pupil Rights Amendment (PPRA)
  - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

## **FAMILY EDUCATIONAL RIGHTS TO PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian, or adult-age student may receive a copy of the records at his or her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## USDA CIVIL RIGHTS STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](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](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## NO CHILD LEFT BEHIND NOTIFICATION

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

## PUBLIC MEETING NOTICE

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

## **FAMILY CONCERN PROCESS**

If you have concerns at a school site, please see below for the Parent Concern Process that should be followed for your site.

Aspire Public Schools encourages students, parents, and staff to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff. When following up with the school on a concern, please fill out the “Family Concern Documentation Form” and submit it to your school site. Please follow steps 1-4.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Step 1- Meeting/discussion with the specific staff member

Step 2- Meeting/discussion with the person’s supervisor (if applicable)

Step 3- Meeting/discussion with the Principal Phone: (916) 267-5949

Step 4- Meeting/discussion with the Area Superintendent or Associate Superintendent

-----Contact information available from the school office-----

If an informal conference regarding a concern fails to reach an outcome that is satisfactory to the staff member, student, or parent, he/she may initiate the formal process by filing a written complaint. The form is available at the end of this handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.



College for Certain

### FAMILY CONCERN DOCUMENTATION FORM

Your Name \_\_\_\_\_

Name of Student \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ (day) \_\_\_\_\_ (evening)

School Site \_\_\_\_\_

**Description of Concern:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please describe your desired solution:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please mail, fax or deliver to you school site or Regional Office**

2520 33 <sup>rd</sup> st Sacramento Ca 95817	3311 East Morada Lane, Stockton, CA 95212
Phone: (916) 739-8929 Fax: (916) 739-8520	Phone: 209-647-3047 Fax: 209-472-7212

Date received by Aspire School or Regional Office \_\_\_\_\_

Date copy provided to School Principal: \_\_\_\_\_

## UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools (“Aspire”) recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

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

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

Uniform Complaint Officer  
c/o Regional Manager of Student Services  
3311 East Morada Lane, Stockton, CA 95212  
Phone: 209-647-3047 Fax: 209-472-7212

Any pupil fees complaint should be filed with the principal of a school.

<sup>1</sup> A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

<sup>2</sup> A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.



## **ASSURANCES**

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

## **INITIATION OF COMPLAINT**

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

## **INVESTIGATION OF COMPLAINT**

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

## **RESPONSE/RESOLUTION**

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

## **MEDIATION**

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

## **CIVIL LAW REMEDIES**

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.



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## UNIFORM COMPLAINT FORM

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Student Name (if applicable) \_\_\_\_\_ Grade \_\_\_\_\_  
Address \_\_\_\_\_ Apt. # \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_  
Email Address \_\_\_\_\_

Date of Alleged Violation \_\_\_\_\_ School/Office of Alleged Violation \_\_\_\_\_

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Child Nutrition      | <input type="checkbox"/> Consolidated Categorical Aid          | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Foster/Homeless      | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans  | <input type="checkbox"/> Local Control Accountability Plan     | <input type="checkbox"/> Physical Education Minutes    |
| <input type="checkbox"/> No Child Left Behind | <input type="checkbox"/> Every Student Succeeds Act            | <input type="checkbox"/> Migrant Education             |
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- Sex  Sexual Orientation  Gender  Gender Identity  Gender Expression  Ancestry  
 Ethnic Group Identification  Race or Ethnicity  Religion  Nationality  National Origin  Age  
 Color  Mental or Physical Disability  Lactating Student  
 Association with a person or group with one or more of the actual or perceived categories listed above

***For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.***

Regional Office Contact Information:

- Bay Area (EPA, Oakland, Richmond): 510.434.5000  
 Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903  
 Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000





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## **STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM**

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2017-2018.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## 2. Staffing

According to the Budget document submitted with the Renewal Petition, the Charter School plans to maintain student enrollment at approximately 300 students per school year. (Budget, p. 2.) However, while student enrollment remains the same, the Renewal Petition proposes eliminating staffing positions. (*Id.*) First, in the 2018 school year, an Office Staff position will be eliminated. (*Id.*) The Renewal Petition fails to explain who perform the functions of this eliminated position.

**Answer** – The three Office Staff positions referenced are all object code 2400 positions. They are specifically one Business Manager, one Office Assistant, and one Manager, Family Supports. It is common at Aspire’s nine Central Valley elementary (grades K-5) schools to have one Business Manager and one Office Assistant. However, of those same nine elementary schools, only Capitol Heights Academy has a Manager, Family Supports position.

Our assumption is that over the next three years overall costs will increase faster than overall revenue at a school with level enrollment, like Capitol Heights. This will necessitate eliminating two positions in order to maintain a balanced budget, one being the Manager, Family Supports. The duties currently be performed by that position will be spread across other staff members, as they are at Aspire’s other eight Central Valley elementary schools.

Then, in 2019, a Principal or Assistant Principal position will be eliminated. (*Id.*) The Renewal Petition states, "The Charter School's Principal will be the instructional leader for the Charter School and will be responsible for helping The Charter School and students achieve the outcomes outlined in the charter petition." (Renewal Petition, p. 99.) Given the important duties of the Principal, the Renewal Petition should explain who will perform the duties of the eliminated Principal or Assistant Principal to ensure student achievement is not negatively impacted.

**Answer** – The three positions referenced above are all object code 1300 positions. They are specifically one Principal, one Dean of Instruction, and one Dean of Students. Of Aspire’s nine Central Valley elementary schools, six have enrollment of less than 400 students and three have enrollment greater than 400. Of the six schools with enrollment under 400, three have no more than one Dean, and three, including Capitol Heights, have two Deans.

As described above, our assumption is that over the next three years overall costs will increase faster than overall revenue at a school with level enrollment, like Capitol Heights. This will necessitate eliminating two positions in order to maintain a balanced budget, the second one being one of our two Deans. The duties currently be performed by that position will be spread across other staff members, primarily the Principal and remaining Dean, as they are at Aspire’s other three, similarly sized, Central Valley elementary schools.

**Recommendation:** *Provide an explanation of the revised staffing levels and how any impacts resulting from reduced staffing levels will be mitigated to ensure that student services are not impacted.*

## Aspire CHA Curricula/Program Tools Matrix

*Capture and compare all planning, implementation and assessment tools available for Capitol Heights Academy (CHA)  
Links are embedded where samples of materials can be found.*

Content Area	Math	English Language Arts	Science	Social Emotional Learning	History
<b>Overall School Anchor Resources</b>	<a href="#">Eureka Math/ Great Minds</a>	<a href="#">Wonders/ Lucy Calkins Writing</a>	NGSS Pilot Program with Science Specialist	<a href="#">Ruler / Second Step</a>	<a href="#">Teacher Created Units/ Related Non-Fiction Readings</a>
<b>TK</b>	<a href="#">Eureka Math/ Great Minds</a> And Big Day	<a href="#">Big Day/ Handwriting without Tears</a>	<a href="#">Big Day</a>	<a href="#">Big Day</a> Ruler / Second Step	<a href="#">Big Day</a>
<b>K-1</b>	Eureka Math	Guided Reading	NGSS Pilot Program with Science Specialist	Ruler/ Second Step	Teacher Created Units/ Related Non-Fiction Readings
<b>2-3</b>	Eureka Math/ <a href="#">Zearn</a>	Guided Reading, Writing Projects	NGSS Pilot Program with Science Specialist	Ruler/ Second Step	Teacher Created Units/ Related Non-Fiction Readings
<b>4-5</b>	Eureka Math/ Zearn	Integrated Units for Nonfiction/ Genre Writing Projects	NGSS Pilot Program with Science Specialist	Ruler/ Second Step	Teacher Created Units/ Non-Fiction Readings