**ASPIRE OLLIN UNIVERSITY PREPARATORY ACADEMY**

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

Original Charter Approved by Los Unified School District
June 24, 2003

Charter Renewal Approved by Los Angeles County Office of Education
April 15, 2014

# Notice of Submission: Petition to Renew a Charter

**Los Angeles County Office of Education**
Charter School Office
12830 Columbia Way
Downey, CA 90242
(562) 922-8806

**Notice of Submission: Petition to Renew a Charter**

**Charter Type:**
- ☑ Previously Authorized on Appeal (*EC* 47605)
- ❒ Direct to County Board (*EC* 47605.5)
- ❒ Countywide (*EC* 47605.6)

***Submit form with petition documents*** ***Please print or type***

**Name of Charter School:** Aspire Ollin University Preparatory Academy

**Contact Information:**

Name of lead petitioner(s) / relationship to charter school: Stefan Bean, Area Superintendent

Name of lead contact (if not petitioner):

Address: Street 5901 E. Slauson Ave.
City Commerce
State/Zip code CA, 90040

Telephone number(s): Office 323-837-9920
Mobile 562-243-2277

FAX number:

Email: stefan.bean@aspirepublicschools.org

**School Information:**

Enrollment: Current: 592 Proposed: 603

Grade levels: Current: 6-12 Proposed: 6-12

Current school address: Street 2540 East 58th St.
*If more than one site, provide main site here; attach list of additional site addresses.* City Huntington Park State/Zip code CA, 90255

Will the school remain at the current site(s)? Yes/No Yes If no, attach explanation and new address(es).

**Notice of Submission:**

Signature of lead petitioner(s):

Date:

# Required Documents: Petition to Renew a Charter Authorized by the County Board Form

**Los Angeles County Office of Education**
Charter School Office

## Required Documents: Petition to Renew a Charter Authorized by the County Board

**Submission Package**: Submit one (1) set of the following required documents to the Los Angeles County Office of Education (LACOE) Charter School Office.

***Check items submitted and submit form with petition documents***

☑ 1. Completed and signed *Notice of Submission: Petition to Renew a Charter* Form

☑ 2. Completed and signed *Required Documents: Petition to Renew a Charter Authorized by the County Board* Form

☑ **Table of Contents for Sections I through IV** (identify page number for each required element)

**Section I**

☑ I.1 List of Affirmations and Assurances signed by petitioner

☑ I.2 Documentation that the Charter School is eligible for renewal under at least one of the criteria established under *EC* 47607(b)

☑ I.3 Charter Petition pursuant to *EC* 47605 (Appeal), 47505.5 (County Direct), or 47605.6 (Countywide) Begin each element by citing the specific *EC* section. The petition must include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed (*California Code of Regulations*, Title 5, section 11966.4).

☐ I.4 If the petition is for a countywide charter, include a rationale addressing *EC* 47605.6(a)[1]

☑ I.5 Resumes for petitioner(s) and members of the Board of Directors

☑ I.6 Evidence the school's governing body approved submission of the petition to the County Board

**Section II**

☐ II.1 Proposed first year operational budget including start-up costs, cash-flow, and assumptions

☐ II.2 Multi-year financial projections for the first three (3) years of operation

☑ II.3 Copies of the three (3) most recent Independent Financial Audits of 501(c)(3) (if applicable)

☑ II.4 Fiscal Policies approved by the governing board

☑ II.5 Debt Schedule (including total principal, interest due and term of debt)

☑ II.6 CMO Contracts and/or Contracts exceeding $5,000 annually

☐ II.7 Public Charter Schools Grant Program application and budget (if applicable)

**Section III**

☑ III.1 Current Bylaws of 501(c)(3) (if school operated as/by a nonprofit)

☑ III.2 Current Articles of Incorporation of 501(c)(3) (if school operated as/by a nonprofit)

**Section IV**

☑ IV.1 Lease/Rental or Proposition 39 Agreement(s) or Similar Document(s)

☑ IV.2 Certificate(s) of Occupancy (if applicable)

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[1] *EC* 47605.6(a)(1): A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. The County Board may impose any additional requirements beyond those of *EC* 47605.6 that it considers necessary for the sound operation of a countywide charter school.

☑ IV.3 Copy of the student/parent handbook, school safety plan, employee handbook, and any procedure the school will follow to ensure the health and safety of students and staff.

☑ IV.4 Copy of the student application form and enrollment form

**Directions:** Submit all documents simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted between sections. Continuously page number (paginate) the entire document (excluding dividers). Copies are to be single-sided. Also submit an electronic copy of items 1 – 2, Table of Contents, and Sections I – IV via CD or Flash Drive. Items 1 – 2 may be combined as one file; Table of Contents and each section shall be submitted as separate files. Section II (Budgets) shall be submitted as unlocked spreadsheets. Section III must be submitted as two (2) separate files (III.1, III.2).

Once LACOE verifies that all required documents have been submitted, it will notify the petitioner in writing. The petitioner shall have no less than five (5) working days to submit 13 collated, two-sided (back-to-back), three-hole punched, rubber banded copies of the Table of Contents and Sections I through IV.

LACOE reserves the right to request additional documents and information as necessary to provide the County Board with a complete understanding of the proposed charter.

LACOE may conduct a facilities inspection as part of the petition review process and will conduct an inspection of any new sites.

## Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted petition and budget.
2. The governing board has taken to approve submission of the petition to the County Board.
3. The governing board and lead petitioner(s) have read, understand, and intend to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the County Board*;* Los Angeles County Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding* (MOU)***.

Printed name of board signatory: Maia Batra

Signature of board signatory: _____ Date: 9/18/18

Printed name of lead petitioner(s): _____

Signature of lead petitioner(s): _____ Date: _____

*Please review the document, *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the County Board* or contact the Charter School Office for additional information.

***Los Angeles County Board Policies and Regulations are available at http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/0*

****The Charter School Monitoring and Oversight MOU is available at http://www.lacoe.edu/Portals/0/LACOE/CharterSchools/MOU_Template_FINAL_3-2016.pdf*

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# Section I

# I.1
# List of Affirmations and Assurances signed by petitioner

**Aspire Ollin University Preparatory Academy: Assurances**

Aspire Ollin University Preparatory Academy ("the Charter School") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:

1. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. California Education Code (hereinafter "Ed Code" or "EC" or "Education Code" § 47605(d)(1).)]

2. Not charge tuition. (Ed. Code § 47605(d)(1).)

3. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid. (Ed. Code § 47605(d)(1).)

4. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605.6(e)(3).)

5. Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

6. Consult, on a regular basis, with the Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

7. Admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, except for existing pupils of the charter school. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the 12State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

8. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of The Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

9. For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

10. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements or in transition programs and receiving Certificates of Completion.

11. Not require any child to attend the Charter School nor any employee to work at the charter school.

12. Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

13. Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

14. Ensure that teachers in the Charter School hold a valid authorization issued by the Commission on Teacher Credentialing or authorized under Education Code §44258.3 equivalent to that which a teacher in other public schools are required to hold As required by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

15. At all times maintain all necessary and appropriate insurance coverage.

16. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

17. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

18. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

19. Comply with all applicable portions of the Elementary and Secondary Education Act.

20. Comply with the Political Reform Act.

21. Comply with the Family Educational Rights and Privacy Act.

22. Comply with the Ralph M. Brown Act as applicable.

23. Meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

24. Adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

_____

Stefan Bean DATE
Los Angeles Region Superintendent
Aspire Public Schools

I.2

Documentation that the Charter School is eligible for renewal under at least one of the criteria established under EC 47607(b)

&

I.3

Charter Petition pursuant to EC 47605 (Appeal), 47505.5 (County Direct), or 47605.6 (Countywide) Begin each element by citing the specific EC section. The petition must include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed (California Code of Regulations, Title 5, section 11966.4).

## INTRODUCTION

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire Aspire Ollin University Preparatory Academy ("The Charter School").

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

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

The Charter School has been chartered in the LACOE ("District") under the auspices of Aspire since 2014.

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

**Similar Schools Performance**

| | 2017-18 | | | | | | | 2016-17 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School Name | Total Enrollment | Socioeconomically Disadvantaged % | EL% | SPED% | LatinX % | Asian American % | African American % | SBAC ELA % M/E | SBAC Math % M/E | 16-17 SPED ELA | 16-17 SPED Math | RFEP Rate 2017-18 |
| Aspire Ollin University Preparatory Academy | 601 | 97% | 13% | 11% | 99% | 1% | 1% | 63% | 42% | 20% | 7% | 15% |
| KIPP Academy of Opportunity | 384 | 85% | 6% | 13% | 25% | 0% | 72% | 43% | 21% | 6% | 0% | 24% |
| Magnolia Academy of Science -3 | 455 | 82% | 5% | 9% | 51% | 1% | 44% | 40% | 22% | 8% | 4% | 15% |
| Synergy Kinetic Academy | 476 | 98% | 15% | 11% | 99% | 0% | 1% | 44% | 33% | 13% | 5% | 12% |
| View Park Preparatory Accelerated Charter (High School) | 605 | 74% | 1% | 14% | 3% | 95% | 0% | 49% | 11% | 5% | 5% | 14% |

**Academic Performance of Charter and Resident Schools**
**2017 California Assessment of Student Performance and Progress (CAASPP)**

| School (Grade) | Grade Levels | % Charter School's Enrollment | ELA (% Met or Exceeded) | | | | | | | | Math (% Met or Exceeded) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | All | SED | AA | Hisp | SWD | EL | FY | HY | All | SED | AA | Hisp | SWD | EL | FY | HY |
| **Aspire Ollin University Preparatory Academy** | **6-12** | **44%** | **63%** | **63%** | **--** | **64%** | **20%** | **6%** | **--** | **--** | **42%** | **41%** | **--** | **42%** | **7%** | **6%** | **--** | **--** |
| Charles Drew Middle | 6-8 | 96% | 13% | 13% | 8% | 14% | 3% | 5% | -- | -- | 8% | 8% | 2% | 10% | 1% | 2% | -- | -- |
| Bell Senior High | 9-12 | 21% | 65% | 64% | -- | 65% | 13% | 13% | -- | -- | 33% | 32% | -- | 33% | 2% | 4% | -- | -- |
| David Starr Jordan | 9-12 | 17% | 29% | 31% | --- | 27% | 0% | 10% | -- | -- | 6% | 6% | -- | 7% | 0% | 0% | -- | -- |
| Henry Gage Middle | 6-8 | 99% | 26% | 25% | -- | 26% | 1% | 9% | -- | -- | 15% | 14% | -- | 15% | 14% | 5% | -- | -- |
| Huntington Park Senior High | 9-12 | 21% | 45% | 45% | -- | 45% | 3% | 15% | -- | -- | 11% | 11% | -- | 11% | 0% | 2% | -- | -- |
| John Fremont High | 9-12 | 17% | 48% | 47% | 39% | 48% | 5% | 15% | -- | -- | 11% | 12% | 11% | 11% | 0% | 0% | -- | -- |
| Marquez Senior High | 9-12 | 22% | 61% | 62% | -- | 61% | 13% | 23% | -- | -- | 25% | 26% | -- | 25% | 0% | 9% | -- | -- |

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: CDE/DataQuest/CASSP

**Academic Performance of Charter and Similar Comparison Schools**
**2017 California Assessment of Student Performance and Progress (CAASPP)**

| School (Grade) | Grade Levels | ELA (% Met or Exceeded) | | | | | | | | Math (% Met or Exceeded) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | All | SED | AA | Hisp | SWD | EL | FY | HY | All | SED | AA | Hisp | SWD | EL | FY | HY |
| **Aspire Ollin University Preparatory Academy** | **6-12** | **63%** | **63%** | **--** | **64%** | **20%** | **6%** | **--** | **--** | **42%** | **41%** | **--** | **42%** | **7%** | **6%** | **--** | **--** |
| KIPP Academy of Opportunity | 5-8 | 43% | 43% | 41% | 57% | 6% | 20% | -- | -- | 21% | 21% | 17% | 39% | 0% | 6% | -- | -- |
| Magnolia Science Academy - 3 | 6-12 | 40% | 37% | 39% | 42% | 8% | 18% | -- | -- | 22% | 21% | 19% | 26% | 4% | 14% | -- | -- |
| Synergy Kinetic Academy | 6-8 | 44% | 43% | -- | 44% | 13% | 4% | -- | -- | 33% | 32% | -- | 33% | 5% | 4% | -- | -- |
| View Park Preparatory Accelerated Charter | 9-12 | 49% | 48% | 40% | -- | 5% | -- | -- | -- | 11% | 10% | 11% | -- | 5% | -- | -- | -- |
| Academia Avance Charter | 6-12 | 28% | 27% | -- | 27% | 11% | 5% | -- | -- | 15% | 15% | -- | 15% | 7% | 3% | -- | -- |
| New Designs Charter - Watts | 6-12 | 25% | 25% | 14% | 34% | 0% | 8% | -- | -- | 8% | 8% | 4% | 12% | 0% | 5% | -- | -- |
| Aspire Pacific Academy | 6-11 | 46% | 45% | -- | 46% | 0% | 5% | -- | -- | 33% | 33% | -- | 33% | 5% | 8% | -- | -- |

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source:CDE/DataQuest/CASSP

Also, per the California Charter Schools Association's (CCSA) accountability framework, the Charter School is above CCSA's minimum academic criteria and has met the academic threshold for CCSA's public advocacy support for renewal.

The Charter School has done a financial analysis and projections that support continued operation of a 6-12 school in the District on a financially sound basis.

**Enrollment projections for the new charter term**

**Enrollment by Grade Level**

| Grade Level | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| 6th | 64 | 64 | 64 | 64 | 64 |
| 7th | 64 | 64 | 64 | 64 | 64 |
| 7th | 64 | 64 | 64 | 64 | 64 |
| 9th | 96 | 92 | 92 | 92 | 92 |
| 10th | 96 | 92 | 92 | 92 | 92 |
| 11th | 94 | 92 | 92 | 92 | 92 |
| 12th | 125 | 92 | 92 | 92 | 92 |

The Charter School is located at 2540 East 58th Street, Huntington Park, CA 90255

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

The Charter Schools Act of 1992 states that:

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

*(a) Improve pupil learning.*

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

*(c) Encourage the use of different and innovative teaching methods.*

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.*

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

*(f) Hold The Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter Schools with a method to change from rule-based to performance-based accountability systems.*

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

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

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

**PETITION ELEMENTS**

## Element 1 - The Educational Program

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

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

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

**Community Need for Charter School**

The Charter School provides a high performing educational alternative for families in the Huntington Park area by ensuring the following:

1. Quality education supported by high standards for all students
2. Focus on meeting the needs of children and helping them succeed, no matter what it takes
3. Caring environment and trust building in the community through a social emotional learning (SEL) focus and restorative practices and partnerships with parents

The Charter School seeks to ensure that all students have the skills and experiences that prepare them to earn a college degree, and this vision is designed especially for our students who are from underrepresented populations and communities like Huntington Park. Specific elements of the program that are designed for our community include:

College for Certain- This vision is pervasive throughout the school, with a special college display in every classroom as well as college cheers, banners, and college names for classes. This sends a clear message that no matter what your ethnicity, your economic status, or your home language, the expectations for college-going are for ALL Aspire students.

Communication Skills- The education program has been redesigned to emphasize and reinforce reading and writing, especially for English Learners, as well as problem solving and hands on science using CA CCSS aligned programs such as College Preparatory Math (CPM) as well as EL Achieve and Readers/Writers' Workshop.

Social Emotional Learning- Because urban children in poverty often have experienced trauma, there are also Social/Emotional Learning (SEL), health education, parent education, and mental health counseling (and referrals to other agencies) to provide comprehensive services for students and their families.

Restorative Practices- Aspire is guided by a powerful equity belief statement, and the Charter School focuses on restorative rather than punitive approaches to behavior. This includes an expectation of Culturally Responsive Teaching and creative, meaningful alternatives to suspension. Students need to be in school, and every effort is made to involve the teachers, staff, parents, and students in creating a positive, nurturing environment where students want to be every day.

Access to Technology - The Charter School is deeply committed to closing racial achievement gaps and eliminating the digital divide where impoverished youth have less access to computers and the internet. The Charter School offers student devices (typically Chromebooks) to students and incorporates them into the curriculum every day to allow students to engage with targeted content practice, research, and publishing. This only allows for greater individualization, useful preparation for state testing, and 21st Century Learning and careers.

Growth Mindset- The transition to the California Common Core State Standards was challenging for Aspire. This challenge has demanded that we significantly improve the quality of the educational program in order to bridge the gap between a more traditional curriculum and the new, more rigorous Common Core State Standards, and innovative 21st Century Skills development. The Charter School must especially strive to continue to improve its support of subgroups so that their achievement reflects the Aspire College for Certain mission. This has led to intensified ELD, increased opportunities to build reading and writing competency, implementation of a new math program in 2017-2018 which is highly aligned to CCSS, and integration of the arts into the curriculum as a way to reinforce and integrate all learning.

Catalyze Change- One of the key elements of Aspire is to catalyze change within communities; and in Huntington Park, where, traditionally, students have underperformed and had less access to high performing schools, it is expected that the innovative academic program, the intense scrutiny and accountability, and the caring equity-focused environment will serve to encourage change in other area schools by providing a very visible, viable, and meaningful educational experience that changes the odds for students through high school and beyond. In fact, it is hoped that there is a ripple effect throughout Huntington Park, with the Charter School being an example of "best-practices" of all aspects of an excellent education, including curriculum, staffing, and teacher development.

Parent Involvement- This is also an essential element in the Charter School community, and parents are encouraged to volunteer, visit, and communicate regularly with the school in

order to form a mutually beneficial partnership for the students' success. **Parent volunteering is not a condition of admission and/or continued enrollment,** but the school welcomes parents to morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings. The School prides itself is in its unique opportunities for parent participation. Parents are asked to consider volunteering 30 hours of service to the school, and there are a variety of ways that parents can do this each year. Some of these are listed below:

- Participating in the School Site Council or English Learner Advisory Council
- Attending a parent workshop; topics could include sessions on math, technology, bullying, college prep, etc.
- Attending special events, such as family barbeques, clean up Saturdays, family math or reading nights, fall or spring festivals, etc.
- Participating in specials committees or clubs reflecting parent interests, such as book club, fundraising, etc.
- Assisting with student programs, such as our service events, chaperoning field trips, or helping set up classroom libraries

Communication is the key to a strong partnership, and all parents receive regular newsletters, robo-calls, messages through an online two-way communication platform called ParentSquare, and annual opportunities to respond to formal school surveys. The Charter School continues to strengthen the involvement of parents by improving the approach to School Site Council and ELAC, with a Parent Coordinator whose job it is to bring parents and their voices into every aspect of the school. The Huntington Park community is proud of the Charter School and the vision of "College for Certain," and it has repeatedly expressed appreciation through very positive annual parent surveys, long wait lists, and strong support for the Charter School's leadership, proven results, instructional model, team approach to learning, and dedication to excellence and improvement.

The Charter School has increased enrollment and decreased the percentage of truancy, while maintaining an outstanding Average Daily Attendance.

| Year | # Enrollment | # Suspension | % Suspension Rate | # Average Daily Absences | %ADA |
|---|---|---|---|---|---|
| 2016-2017 | 659 | 7 | 1.1% | 45 | 93.2% |
| 2017-2018 | 600 | 6 | 1.0% | 25 | 95.9% |

See below for CAASPP assessment results and EL reclassification rates.

**English Learner (EL) Reclassification**

| Year | Reclassified Fluent English Proficient (%/Number) |
|---|---|
| 2014-2015 | 15.9%/10 |
| 2015-2016 | 5.9%/4 |
| 2016-2017 | 11.0%/8 |
| 2017-2018 | 14.8%/12 |
| Source: CDE/DataQuest | |

1.

**Academic Performance of Charter School**
**Three Year Comparison of Student Performance and Progress (CAASPP)**

| Year | ELA (% Met or Exceeded) | | | | | | | | Math (% Met or Exceeded) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | SED | AA | Hisp | SWD | EL | FY | HY | All | SED | AA | Hisp | SWD | EL | FY | HY |
| **2016** | **54%** | **54%** | **--** | **54%** | **5%** | **0%** | **--** | **--** | **33%** | **32%** | **--** | **32%** | **5%** | **4%** | **--** | **--** |
| **2017** | 63% | 63% | -- | 64% | 20% | 6% | -- | -- | 42% | 41% | -- | 42% | 7% | 6% | -- | -- |
| **2018** | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: CDE/DataQuest/CAASPP

**Summary Analysis of 2015-2016 and 2016-2017 Data**

**ELA**

In 15-16, 54.2% of students met or exceeded the standard in ELA. In 16-17, 63.2% met or exceeded the standard. This represented a 9% increase in meeting or exceeding the standard in ELA schoolwide. By comparison to similar schools (KIPP Academy of Opportunity, Magnolia Academy of Science - 3, Synergy Kinetic Academy, View Park Preparatory Accelerated Charter) had median score of 40.5% of students meeting or exceeding the standard in 15-16 and a median score of 41.7%. This resulted in an increase of 1.2%. For 2017-2018 the Charter School had 55.2% of students met or exceed the standard (8% decrease). Currently the Charter School does not have 17-18 data for similar schools to make an accurate comparison. The Charter School is extremely proud of the Charter School's continued achievement in ELA and note that it was a direct result of committed collaboration, sharing best practices, and continually using data in cycles of inquiry to inform next steps as a school, department, and for the individual. The Charter School acknowledges the 17-18 decrease and has created a plan for the 2018-2019 school year that includes professional development for staff, implementing more classroom supports, and using data to inform next steps.

Given the student population, the vast majority of the students are both Latino and economically disadvantaged; therefore, the significant subgroups of focus are English Language Learners (ELL) and students with disabilities. In 15-16, 0% of English Language Learners met or exceeded the standard and 5.6% of students with disabilities met or exceeded the standard. In 16-17, 16.5% of English Language Learners met or exceeded the standard and 14.3% of students with disabilities met or exceeded the standard. In comparison to overall scores, both the significant subgroups became the focus for the 2017-2018 school year. As a result, 21.7% of students with disabilities met or exceeded the standard (7.4% increase). On the other hand, 3.8% of English Language Learners met or exceeded the standard (12.7% decrease).

**Math**

In 15-16, 32.6% of students met or exceeded the standard in math. In 16-17, 41.8% of students met or exceeded the standard. This represented a 9.2% increase in meeting or exceeded the standard in math schoolwide. By comparison, similar schools had a median of 23% of students meeting or exceeding the standard for 15-16, and a median of 22% of students

meeting or exceeding the standard in 16-17. This resulted in a decrease of 1%. For the 17-18 school year, 42.5% of students met or exceeded the standard (0.7% increase. Currently, similar school data for the 17-18 school year is not available but the Charter School is proud of the continued overall growth in math. For the 16-17 school year, the Charter School recognize that although the Charter School is out performing similar schools (the Charter School outperformed the similar school median by 19.8%), the Charter School still has much work to be done. Part of the schoolwide action plan includes a schoolwide focus on Math relevancy and continued math development through the UCLA Lasin school improvement network.

Given the Charter School student population, the vast majority of the students are both Latino and economically disadvantaged; therefore, the significant subgroups of focus are English Language Learners and students with disabilities. In 15-16, 4.8% of English Language Learners met or exceeded the standard and 5.6% of students with disabilities met or exceeded the standard. In 16-17, 5.7% of English Language Learners met or exceeded the standard and 3.6% of students met or exceeded the standard. In comparison overall scores, both the significant subgroups became the focus for the 17-18 school year and, 0% of English Language Learners met or exceeded the standard (5.7% decrease) and 8.7% of students with disabilities met or exceeded the standard (5.1% increase). The Charter School recognizes that a primary focus for the 18-19 school must continue to be supporting English Language Learners and students with disabilities.

**2017-18:**

In the 2017-2018 school year, we saw continued gains overall gains in Math (.7% increase) and an overall decrease in ELA (8% decrease). We do recognize that much of the overall decrease was partly due to a shift in our school program and our teachers' inexperience with teaching multiple subjects and grade levels. During the 17-18 school year we expanded from a 7th-12th secondary to a 6th-12th secondary which accounts having to teach multiple grades and multiple subjects for the first time. For the 18-19 school year we have returned to the model of one teacher per grade which will concentrate instruction for all students. For 18-19, we have created an action plan to continue support for our English Language Learners and students with disabilities. We will implement tracking systems for these subgroups through our RTI and COI. We have also implemented designated ELD support provided by the core English teacher. For our students with disabilities we have maximized adult support using the co-teach model, an Education Specialist in every core class to push in rather than pull out students. When looking at our subgroup we have to acknowledge that many of our English Language Learners are also students with disabilities. In order to support this subgroup (EL students with IEP), we have designated special education support with a special educations instructional assistant in ELD classes.

**The Charter School's Mission**

The Charter School's mission is to provide all students with an exceptional education that allows them to excel inside and outside the classroom. The Charter School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The Charter School strives to ensure that students are prepared for college and for the 21st Century

world and workplace by helping them develop important basic skills, thinking skills, and life skills.

**Student Population to be Served**

The Charter School currently serves approximately 608 students in grades 6-12. A summary of historical enrollment and demographics can be found in Appendix I.

**Enrollment over the course of the previous charter term**
**Enrollment by Grade Level**

| Year | Grade Level | | | | | | | Total | Projected |
|---|---|---|---|---|---|---|---|---|---|
| | 6th | 7th | 8th | 9th | 10th | 11th | 12th | | |
| 2014-2015 | 0 | 64 | 196 | 162 | 146 | 0 | 0 | 568 | 560 |
| 2015-2016 | 0 | 65 | 66 | 154 | 158 | 135 | 0 | 578 | 540 |
| 2016-2017 | 0 | 60 | 66 | 90 | 144 | 151 | 132 | 643 | 570 |
| 2017-2018 | 34 | 34 | 64 | 93 | 95 | 134 | 147 | 601 | 530 |
| Source: CDE Data and Statistics/ Demographics Student & School/Data Files (Downloadable)/Enrollment by School as of 2017 retrieved 2018 | | | | | | | | | |

**Demographic Composition of the Charter School**

| Demographic Categories | Aspire Ollin University Preparatory Academy | |
|---|---|---|
| | Number Enrolled | % of Enrollment |
| Hispanic or Latino | 595 | 99.0% |
| American Indian or Alaska Native | 0 | 0.0% |
| Asian | 3 | 0.5% |
| Pacific Islander | 0 | 0.0% |
| Filipino | 0 | 0.0% |
| Black/African American | 3 | 0.5% |
| White | 0 | 0.0% |
| Two or More Races | 0 | 0.0% |
| Not reported/Other | 0 | 0.0% |
| Other Demographics | | |
| Free/Reduced Price Lunch | 579 | 96.3% |
| English Language Learners | 77 | 12.8% |
| Students with Disabilities | 67 | 11.2% |
| Foster Youth | 0 | 0.0% |
| Source: CDE/DataQuest | | |

According to demographic data compiled by the California Department of Education ("CDE"), the County enrolled 1,492,652 students in 2017-18. Of these students, African Americans constitute 7.5% of the students, American Indians 0.2%, Asians 7.7%, Filipinos 2.2%, Hispanics 64.9%, Pacific Islanders 0.3% and Whites 14.1%. During the 2017-18 school year, students who spoke English as a second language made up 20.5% of the County's student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of similar schools can be found in Appendix II.

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

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

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

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

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

**How Learning Best Occurs**

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

Students will have the skills and habits of mind to graduate from The Charter School with the Aspire board approved graduation requirements as well as A-G approved coursework in order to gain admission to a postsecondary school of their choice.

In order to prepare students to succeed in college, The Charter School's educational program has drawn on the Center for Educational Policy Research's study *Standards for Success*. This research gathered information about the required skills to succeed in college from more

than 400 staff and faculty members at research universities. It states that college students need "critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks." Aspire has interwoven these habits into its core curriculum, which The Charter School follows. With the adoption of the CCSS, The Charter School program is more tightly aligned to our college readiness goal.

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

**The Charter School's Program Design Elements**

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

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

**Community**

Aspire schools are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment is 560 students.

- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain 30:1 ratio in grades four through twelve. Also, students in the 6th through 12th grade spend part of each week in Social Emotional Learning classes with a student-teacher ratio whenever possible.

- *Advisory Groups*: Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. These groups do special projects, have extra time for pleasure reading, and participate in activities related to social emotional learning. The advisor acts as a bridge between The Charter School and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for multiple years, sometimes through graduation, and provides a support structure for students.

**Learning Time**

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

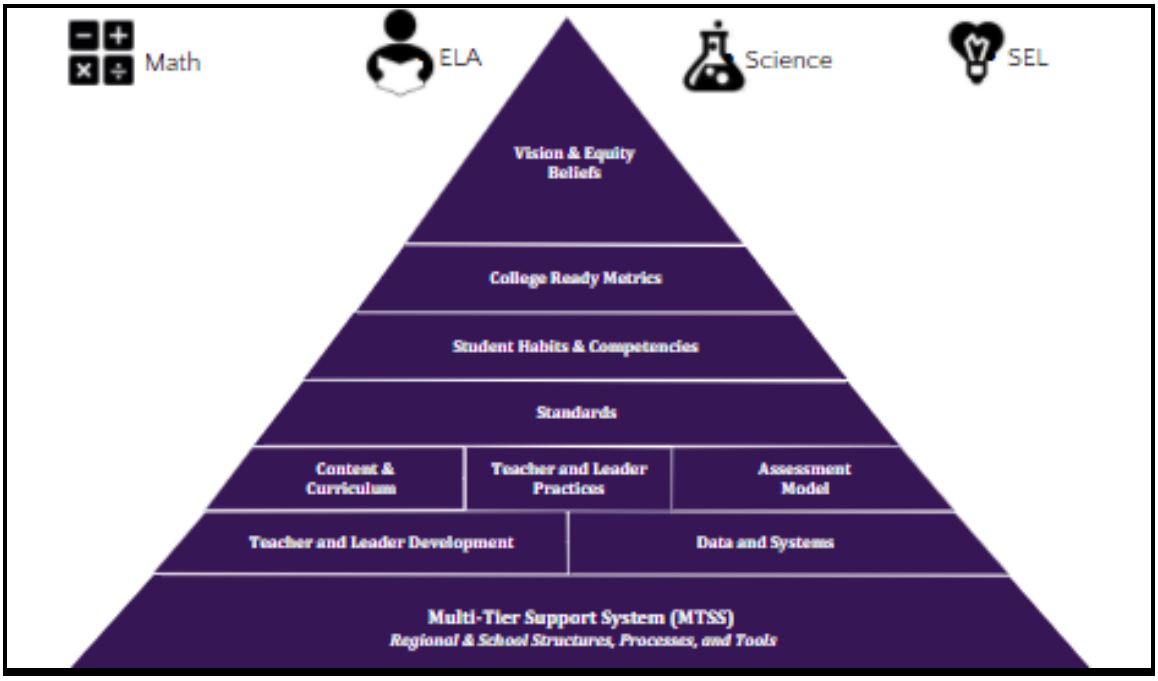
- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. The Charter School has, on average, a 7.5 hour school day for grades 6-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix III.

- *Longer School Year:* The Charter School provides approximately 180 days of instruction, which is more than most traditional public schools. Often there is additional instructional support offered during holiday breaks. A sample school calendar is attached in Appendix IV.

- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

**Instructional Design**

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




The Charter School's Assessment Framework can be found on Appendix V.

**Teaching Methods**

The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.

- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching (CRT) and Culturally Relative Pedagogy (CRP) are two tenants of the The Charter School's program. The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom.

This includes knowing and considering the backgrounds of students when planning and delivering lessons. Teachers are urged to select culturally sensitive and relevant materials, such as literature, when planning units. The Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes. As an organization when we adopted units of study for CCSS we replaced texts to be more diverse and appealing to a broader demographic. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' schools.

- *Flexible supports*: Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with IEPs or those with severe academic gaps may work on modified assignments to fill gaps with the Education Specialist.

- *Diagnostic assessment*: Teachers use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students. There are a variety of local assessments used for diagnostic purposes. STAR REN is a digital reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Zearn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally the ELPAC will be used to assess English Language Learners to determine their English Language Development progress.

**Curriculum**

Curriculum, materials, and instructional methods are selected and developed based on the Common Core State Standards. In addition to CCSS the relevance of the curriculum helps to ensure all students are academic achievers, meeting A-G course requirements, and preparing students for success to and through college.

Each student in the school has individual current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

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

Students receive English Language Development (Academic English) in middle through high school. Academic English Language Development at the high school level is a UC approved course for which students receive credit.

The school implements both designated and integrated ELD. Integrated ELD: All teachers use an ELD standard from Part I and Part II of the California Department of Education English Language Development Standards for their Grade Levels in tandem with the content standard that they are addressing. Teachers also create a language objective that addresses the function that they expect their students practice during structured student interactions. In addition to conducting formative assessments throughout the lesson for content, teachers also assess and give feedback to ELs about their language use within a specific content area. Integrated ELD is supported with specifically chosen GLAD strategies that will provide a vehicle for structured student interactions.

Designated ELD: Teachers use the Systematic ELD Units from EL Achieve to deliver designated ELD instruction. The purpose of this time is language learning. The units, however, support content instruction (science, health, humanities, and visual and performing arts) and students are learning language through topics that support instruction throughout the day. Instruction is backward mapped from weekly language goals and designed to teach high-leverage language students need to develop English language proficiency. There are six themes for the three proficiency levels: Emerging, Expanding, and Bridging. Units are aligned to Common Core Reading, Language, Speaking and Listening, and Writing Standards. Students are grouped by proficiency level and are scheduled in regular blocks of time in order to receive ELD instruction at their targeted proficiency level. Assessments are built into the units and teachers continue to collaborate with each other in order to share the progress of their English Learners.

Students in grades 6th-12th receive social emotional and behavioral learning. The school utilizes the RULER (recognizing, understanding, labeling, expressing and regulating emotions) curriculum. RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. Students receive weekly lessons, and classrooms reflect RULER design elements.

Across all grade-levels students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies. Health instruction follows the California Health Framework and the California Healthy Youth Act which requires sexual health education in middle and high school. Data from internal surveys and other sources will inform additional needed interventions.

## Middle School

| Ollin University Preparatory Middle School Course Sequence (6th - 8th) | | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **6th Grade** | | **7th Grade** | | **8th Grade** | |
| | Semester 1 | Semester 2 | Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| **ELA** | Humanities 6 | Humanities 6 | Humanities 7 | Humanities 7 | Humanities 8 | Humanities 8 |
| **Social Studies** | Humanities 6 | Humanities 6 | Humanities 7 | Humanities 7 | Humanities 8 | Humanities 8 |
| **Math** | STEAM 6 | STEAM 6 | STEAM 7 | STEAM 7 | STEAM 8 | STEAM 8 |
| **Science** | STEAM 6 | STEAM 6 | STEAM 7 | STEAM 7 | STEAM 8 | STEAM 8 |
| **Electives** | Physical Education Tinker Investigations ELD | Physical Education Tinker Investigations ELD | Physical Education Tinker Investigations ELD | Physical Education Tinker Investigations ELD | Physical Education Tinker Investigations ELD | Physical Education Tinker Investigations ELD |
| **Advisory** | Advisory 6 | Advisory 6 | Advisory 7 | Advisory 7 | Advisory 8 | Advisory 8 |

***English-Language Arts and Social Studies (core):***

Throughout the 6-8 instructional program, Social Science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

*English Language Arts:* The Charter School Secondary ELA program is designed to reflect the ELA Common Core State Standards, specifically:

1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
3. Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences
4. Content literacy: Development of literacy skills across all content domains
5. Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners

6. Independent reading: Opportunities for choice and time to become lifelong lovers of reading
7. Reading, writing, speaking and listening skills- Integrating all lessons to teach, practice, and reinforce all four communication skills

With these design elements in mind, teachers choose ELA materials and plan with the following guidance on the standards:

1. Balance of literacy and informational texts
2. Emphasis on text complexity, core texts, and text evidence
3. Strategic academic vocabulary
4. Integration of all content areas and media/technology
5. Emphasis on multiple texts and critical/evaluative reading
6. Reinforcement of reading skills and individualized approach to the needs of struggling readers and English Learners

The Charter School classroom is a language rich environment, maximizing instructional time, deeper order thinking, and powerful student engagement. When students are learning to read with fluency and deeper comprehension/analysis, instruction focuses on college readiness and increasingly difficult texts. Writing is integrated throughout the learning process, and technology is used extensively.

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

**Curriculum:** Ollin implements *History Alive!* published by the Teachers' Curriculum Institute (TCI), while also utilizing standards aligned teacher created Humanities units. TCI's *History Alive!* curriculum allows for a multi-faceted learning experience. Each lesson begins with an Essential Question, and within each lesson students participate in graphic notetaking, group work, and step-by-step discovery. The curriculum is designed to increase student autonomy while teacher serves as a the facilitator, further allowing students with various learning styles to access the content. Teachers utilize the Understanding by Design (UbD) Framework to implements standards aligned teacher created Humanities units. UbD provides a planning process and structure to guide curriculum, assessment, and instruction. Using TCI and UbD, teachers are able to enhance the core curriculum, and provide instruction tailored to meet the needs of each scholar.

Students meet California English-Language Arts and Social Studies requirements by taking the following courses in sequence: Humanities 6, Humanities 7, and Humanities 8. Through the study of Humanities students will collaboratively explore how our beliefs shape who we are and who we will become.

Humanities 6 - English language reading and writing skills will be applied to the 6th grade history content to create an authentic Humanities experience, in order to provide a college readiness course that challenges students to become critical thinkers and well-informed citizens and community members.

Humanities 7 - The class offers students an exploration on how the beliefs of individual and groups have impacted historical events, cultures, politics, economics, and the cycles of empire from the medieval Ages through the Renaissance in Europe, Asia, Africa, and the Americas. Students will analyze social structures and cultural exchanges during these time periods.

Humanities 8 - Students will explore how the beliefs of individual and groups have impacted and shaped the United States. Students will explore early North America which was populated by indigenous peoples through the industrial revolution. We will us this information to link the past with our present and future. English language reading and writing skills will also be applied to the 7th and 8th grade history content to create an authentic Humanities experience, in order to provide a college readiness course that challenges students to become critical thinkers and well-informed citizens and community members.

At all grade levels student writing proficiency is measured by department-wide common assessments graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

***Math and Science (core):***

At the middle school level, Ollin addresses Mathematics CCSS and the Next Generation Science Standards (NGSS) through an interdisciplinary course offering of Science, Technology Engineering and Mathematics (STEAM) sequence.

The Charter School's Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.*

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

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

With these design elements in mind, teachers choose math materials and plan with the following guidance on the standards:

1. Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
2. Balance of concepts and skills: Required both conceptual understanding and procedural fluency
3. Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
4. College and career readiness: Progression of rigorous skills building at every grade level

The Charter School students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

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

The Charter School math classroom is marked by a focus on the Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math time in the daily schedule, and teachers weave CPM math program (grades 6-12), which is powerfully aligned with CCSS, into other content areas.

**Mathematics Curriculum:** Ollin implements the College Preparatory Math (CPM) curriculum within the Steam courses. Daily math instruction requires students to use problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the CPM instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Students often learn in collaboration with others, sharing information, expertise, and ideas.

A key component of the success of the Ollin science program has been the implementation of Next Generation Science Standards across grade levels and subject matter.

Aspire Public Schools is among a diverse group of eight California school districts and two charter management organizations actively implementing the Next Generations Science Standards through the support provided by participating in the CA NGSS K-8 Early Implementers Initiative. The Initiative was developed by the K-12 Alliance at WestEd with collaborative input on its design and objectives from the State Board of Education, the California Department of Education, and Achieve. The Kindergarten through Eighth Grade Initiative focuses on building teacher leaders in science to support NGSS implementation across California. Aspire, and the partner districts in the grant are models for how NGSS can be implemented. Teachers are supported with strategies and tools including an instructional framework that incorporates phenomena-based learning. This framework aligns with the NGSS three dimensions--encompassing disciplinary core ideas, cross cutting concepts, and science and engineering practices. Using science notebooks, questioning strategies, and other approaches, students conduct investigations, construct arguments, analyze text, practice descriptive skills, articulate ideas, and assess their own understanding.

Aspire LA's grant team members include the regional Content Specialists and teacher leaders from middle school. These leaders disseminate instructional best practices during regional professional development and planning sessions. All of our students receive instruction in NGSS based on unit storylines created using the Instructional Framework (Conceptual Flow process). Day to day storylines are created using the 5E learning sequence (see 5E learning sequence document): Engage, Explore, Explain, Extend/Elaborate and Evaluate. In the Engage, students begin the learning task and share their prior knowledge of the concept to be learned. Students then move into the Explore phase, where they have a common experience that identifies and develops the skills, processes, and concepts needed to understand the phenomenon. Students then have an opportunity to Explain their understanding. The fourth part of the learning sequence is the Extend/Elaborate phase where students' conceptual understanding and skills are applied to a new learning experience. The fifth part of the learning sequence is the evaluate phase where the teacher and students reflect on the learning that has taken place and occurs throughout the lesson experience. Teachers use vetted NGSS materials from Mystery Science, STEMscopes, Picture Perfect Lessons, and other NSTA lesson materials found on nsta.org to support creation of 5E Learning Sequences and conceptual frameworks to develop student understanding in the NGSS Performance Expectations.

Students experience phenomena-based instruction that gives them the opportunity to learn and apply the Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices (3Dimensions) in a group of Performance Expectations. All units are designed to allow students to engage in the work that scientists and engineers do in the field. An example of this unit work is the Creeks2Coast project (conceptual flow) containing all of the dimensions, anchor and investigative phenomena/engineering problem, and summative assessments can be found in the science program documents. This is a collaborative project with one of our community partners at L.A. Waterkeeper where students explore a problem related to human activities that negatively impacts local waterways and design a solution that will help to preserve and protect

these waterways. The unit opens with our community partners leading students through an inquiry experience about what a watershed is and how human activities have impacted both inland rivers and coastal waters. Students are introduced to the fieldwork components and the final project presentation where they address their problem and design solution at a Civic Action Showcase at the Constitutional Rights Foundation with students across L.A. and local politicians. During this unit, students engage in multiple inquiry based 5E lesson experiences where they learn about the watershed, interactions between organisms in both fresh and salt water systems, and human impacts that affect the balance within ecosystems, ultimately evaluating if these changes will permanently alter ecosystems. The overarching crosscutting concepts that students explore are Systems and System Models as well as Stability and Change. Students engage in all the science and engineering practices that encompass both the scientific method and engineering design process. Students conduct water monitoring tests along different parts of the LA river, contribute to the local water monitoring data bank, and use their data along with other published data banks to create a claim about the health of the river ecosystem and the potential for a harmful algal bloom along coastal waters that can impact the fisheries backed by evidence and research. Students also create social media posts, blogs, flyers etc. to inform the public about water quality concerns within and around the LA River as well as promote policies to support Marine Protected Areas within coastal waters. Students receive an additional field experience where they conduct human activities surveys, plankton pulls and water testing where the creek meets the coast alongside ship captain Michael Quill from LA Waterkeeper. The boat launches from Marina del Rey and travels to Point Loma (MPA) where students monitor all fishing and boating activities along the MPA and end their trip by collecting water monitoring data. This data is submitted to CA Fish and Wildlife to inform regulation and enforcement efforts as well as monitor changes in commercial and recreational fishing behavior to determine the effectiveness of MPA programs. Through a project based learning model that incorporates authentic fieldwork, students experience science education that involves more opportunities to use systems thinking and modeling to explain phenomena and address real world problems.

In order to ensure student mastery and progress toward full implementation of the NGSS at our Aspire LA schools, the regional office has two Content Specialists, Ms. Sarah Molfese and Mrs. Jill Mayorga, who support administrators and teachers in this work. As part of the core leadership team, both content specialists receive training in providing professional development created by the K-12 Alliance at WestEd Project Directors and Regional Directors. The content specialists use the K-8 Early Implementer's Lesson Observation tool and the Practice Tool, as well as Aspire's Student Learning Framework to support teachers and administrators in building understanding of NGSS as well as establish community partnerships to support our science program in the implementation process.

**Science Curriculum:** Teachers utilize the essential instructional practices of inquiry-based classroom discussion and cooperative groupings. These develop and promote the social learning context needed by students to support English language development. Students communicate using scientific language and vocabulary, and by reflecting in their inquiry journals. Students will construct meaning by explaining and justifying their thinking using evidence based explanations.

Proficiency of science and math standards are met in the following foundational courses: STEAM 6, STEAM 7 and STEAM 8. STEAM education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, mathematics and arts, fostering the development of STEAM skills and competencies for college, career, and life.

STEAM 6 - 8 education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, mathematics and arts, fostering the development of STEAM skills and competencies for college, career, and life.

***Advisory (non-core)***:

This is a mandatory course that all students 6th - 8th grade take every year. An assigned advisor works on academic preparation and planning, social and emotional development, and college and career advising.

***Electives (non-core):***

**Tinker Lab 6th - 8th Grade -** Based on the Lighthouse Model, scholars engage in Maker Curriculum. This program is designed to help scholars build their capacity to think critically by engaging in expeditionary learning projects. Scholars design and build projects that enhance their understanding from their core classes. Students are also exposed to Project Lead The Way (PLTW). Our activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

**Investigations 6th - 8th Grade -** This elective course is designed to give students an opportunity to investigate a self-selected topic in a specific field. If taught by a science teacher, students may conduct research on scientific figures or conduct experiments. If taught by an English teacher, students might research a controversial issue and initiate a community action of some kind. The course is left to the discretion of the teacher assigned to teach it.

***Physical Education (non-core):***

Students in 6th - 8th grade will be given the opportunity to learn through a developmentally, appropriate, comprehensive sequentially planned physical education program aligned with Physical Education Model Content Standards for California Public Schools.

## High School

| Ollin University Preparatory High School Required Courses | Credits |
|---|---|
| English (English 9 AB, 10 AB, American Lit/Comp AB and English 12 AB) | 40 |
| College Preparatory Math | 30 |
| Laboratory Science | |
| Biological Science AB | 10 |
| Physical Science AB | 10 |
| Social Science | |
| World History AB | 10 |
| United States History AB | 10 |
| Economics | 5 |
| American Government | 5 |
| Visual/Performing Arts AB (annualized sequence) | 10 |
| World Languages and Cultures AB*** | 20 |
| Electives | 65 |
| Advisory | 20 |
| Technology | 5 |
| College Classes | 50 |
| MINIMUM CREDITS TOTAL | 240 |

***Minimum of 10 credits if a year-long course has been passed in middle school; 20 credits if starting first year level in the ninth grade. Two consecutive years of the same language or one year of a heritage language, meeting UC/CSU "E" admission requirement.

| Subject Code | A – G Subject Requirements | UC/CSU |
|---|---|---|
| A | History | 2 years |
| B | English | 4 years |
| C | College Prep. Mathematics | 3 years *[4 years recommended]* |
| D | Laboratory Science<br>(1 physical science and 1 life science) | 2 years (Biology, Chemistry, Physics, or other approved CP Laboratory Science)<br>*[3 years recommended]* |
| E | World Language | 2 years same language *[3 years recommended]* |
| F | Visual and Performing Arts | 1 year sequential |
| G | College Preparatory Electives | 1 year from A-G |

Students must take coursework designed to meet CSU/UC admission requirements as part of their diploma requirements (A-G subject requirements) and pass courses with a grade of "C" or better to meet minimum admission requirements. Highly competitive universities recommend that students take a more rigorous academic schedule above these minimum requirements.

## ACADEMIC DEPARTMENTS

The core UC/CSU A-G standards-based curriculum has a College Board number and courses are approved by the University of California Office of the President (UCOP) for all ninth through twelfth grades. Ollin continues to generate a current 96% graduation rate with an equally high percent of graduates consistently attending 2-year or 4-year colleges and universities. The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the subject areas of Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Health, and World Languages and Cultures. Ollin uses these standards as the center of its academic programming to meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges. Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, and World/Heritage Languages. Students access the core curriculum in their college preparatory or academic program classes.

***English-Language Arts (core):***

**Curriculum:** Teachers utilize the Understanding by Design (UbD) Framework to implement standards aligned teacher created novel based units. UbD provides a planning process and structure to guide curriculum, assessment, and instruction. Using the UbD Framework, teachers are able to provide instruction tailored to meet the needs of each scholar.

Students meet A-G requirements by taking the following courses in sequence: English 1, English 2, and English 3, English 4, and or AP English Language and Composition. AP English Language and Composition is available for all students. At all grade levels student writing proficiency is measured by department-wide common assessments graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

English 1 is a literature based course that will cover reading, writing, listening and speaking in accordance to the California State standards.Students will read texts covering five genres: short story, poetry, fiction, non-fiction, and drama. The literature will be historically and culturally significant. Students will read six novels and will respond to the literature in a variety ways including essay writing, character analysis, dramatic simulations, and oral debates. Throughout the year, students will work on the following skills: vocabulary development, directed reading and writing, literary analysis, and language mechanics. They will complete a variety of writing activities including: narrative, expository, persuasive, and interpretive essays. These activities will help them to develop research and organizational skills and all essays will follow MLA style guidelines.

English 2 is designed for 10th grade students who have successfully completed English 1. Students will read a variety of genres (non-fiction, fiction, short stories, poetry, and drama), and

will analyze texts within a historical/cultural context. Students will be required to use close-reading and critical thinking skills in order to engage in an in-depth analysis of the 6 texts they will be studying. They will engage in a thematic study of literature that will required them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Activities in each unit will help students develop their reading, writing, and oral skills. Students will complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses. This course is intended to help students meet the state language arts content and performance. Students in this college preparatory Ethnic Studies: Language and Composition English course read and carefully analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of how language works in effectively communicating an idea. Additionally, this course aims to educate students to be politically and socially conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will develop respect and empathy for individuals and groups of people locally, nationally and globally so as to foster active social engagement.

English 3 is designed for 11th grade students who have successfully completed English 1 and English 2. The course focuses on reading, writing, listening and speaking in accordance with the California State standards. Students study a variety of genres including non-fiction, novels, short stories, poetry, and drama. The course is linked with the United States History course and the literature read is tied to the events studied in that course. Students engage in a thematic study of literature that requires them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Students complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses.

English 4 is for 12th grade students. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will trace the historical development of English literature through intellectual, historical, and social development. They will increase vocabulary development, work on analysis and reasoning skills, and respond orally to the literature in all genres. They will complete at least one creative writing project or term paper.

An AP English Language and Composition course is available to all students who have completed English 1 and 2. This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written

language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

***Mathematics (core):***

**Mathematics Curriculum:** Ollin implements the College Preparatory Math (CPM) curriculum. Daily math instruction requires students to use problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the CPM instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Students often learn in collaboration with others, sharing information, expertise, and ideas.

Incoming students will be exposed to an integrated approach to mathematics. Students will have access to Integrated Math I, Integrated Math II, and Integrated Math III. Each math course in secondary school covers topics in algebra, geometry, trigonometry and analysis. Students also have access to Statistic and Pre-Calculus. The goal is to provide students with a strong mathematical background and options that will help them met and/or exceed A-G requirements.

Integrated Math I is the first course in a three-year sequence of college preparatory mathematics courses. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Integrated Math II is the second of a three-year sequence of courses designed to prepare students for a college preparatory math program. It is problem-based with concrete models. The course is aligned to the Common Core State Standards for high school mathematics and supports Common Core Standards for "Mathematical Practices." Students will develop multiple problem solving strategies and recognize connections between concepts, mathematical models and verbal descriptions.

Integrated Math III is the third course of a three course sequence including Integrated Math I, II, and III. This course brings together main concepts from Algebra, Geometry, and Statistics covered in Integrated Math I and II courses in a more advanced way. These topics include difference between parent functions and why they are used, transformations of shapes and graphs, inequalities, geometric modeling and distributions, inverse functions, logarithms and trigonometry, polynomials, and series. Students will see stronger connections between topics and use them for problem-solving. Students will also be expected to develop habits of mind as a mathematician with strong logic and reasoning, using the Standards for Mathematical Practice as a base for all practices in each unit.

Statistics is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Topics include data collection and description, methods of descriptive and inferential statistics, hypothesis testing, correlation and regression, the analysis of variance and contingency tables.

Precalculus is a one-year course gives students a foundation in polynomial, rational, exponential, and trigonometric functions and teaches them to apply mathematical principles to a variety of problems. Students learn to use data points and a problem statement to solve a particular problem. Graphical tools help them interpret the results and present them in both mathematical models and verbal descriptions.

***Science (core):***

The goal of science instruction is to foster an understanding and be able to demonstrate through application the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; use technology for information retrieval, data acquisition and analysis, and communications; and demonstrate mastery of research skills and scientific writing.

Proficiency of science standards are met in the following foundational courses: Biology, Chemistry, and Physics. Anatomy and Physiology is also offered. Advanced Placement courses are offered as science electives. These courses include AP Biology and AP Environmental Science.

Biology an introductory and comprehensive biology class. Students will study cell biology, genetics, evolution, ecology and physiology through lecture, discussion, readings, projects, simulations and laboratory activities.

Chemistry is a one-year course will tie modern chemistry concepts and skills to mathematics. Students will study and analyze math concepts through scientific investigation and experimentation to further develop their understanding of these two major areas of science.

Physics focuses on physics as a basis for the sciences as it is physics that attempts to explain natural phenomena using scientific inquiry. We will study five specific natural phenomena: motion and forces; conservation of energy and momentum; heat and thermodynamics; waves; electric and magnetic phenomena. The lab work will provide students with opportunities to apply conceptual understandings and provide a foundation for laboratory techniques.

Anatomy and Physiology students will be able to utilize class discussions, lectures, demonstrations and laboratory activities to demonstrate a thorough understanding of the human body. This course will require students to build on the structures and functions of the human body that were learned in chemistry, physics and biology. Students will be able to describe, explain and analyze how each body system works to maintain homeostasis and how the body would respond to disruptions in homeostasis. Students should also be able to think critically in new situations and solve problems by applying or synthesizing knowledge from

previous units and create college-level lab hypotheses, data tables, and conclusions.

AP Biology is designed to be the equivalent to a two semester college course. AP Biology includes all the topics regularly covered in a college biology course. The college course in biology significantly differs from high school biology.

***Social Science (core)*:**

**Curriculum:** Ollin implements *History Alive!* published by the Teachers' Curriculum Institute (TCI), while also utilizing standards aligned teacher created Humanities units. TCI's *History Alive!* curriculum allows for a multi-faceted learning experience. Each lesson begins with an Essential Question, and within each lesson students participate in graphic notetaking, group work, and step-by-step discovery. The curriculum is designed to increase student autonomy while teacher serves as a the facilitator, further allowing students with various learning styles to access the content.

Social Science standards are met through the following courses: World History AB, US History, U.S. Government. Advanced Placement courses are offered in U.S. History. Students take Economics as an elective.

World History requires students to examine the themes of identity, community, and interactions—how people identify themselves, organize into communities, and interact with each other and other communities to resolve conflict. Students explore the rise of democratic ideas in theory and reality, and trace the development of democracy over time. We also examine the formation of nations and the conflicts that have since arisen—imperialism, World War I, World War II, and the drive for independence. Students see how history shapes current conflicts and global issues as they trace issues of imperialism through the 20th century and up until today.

U.S. History requires students to examine the major turning points in American history in the 20th century. They review the nation's beginnings, democratic ideals, and industrial transformation. They cover a series of thematic units: the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, Civil Rights Movement, the Vietnam Era, and contemporary American society.

U.S. Government is designed for seniors to provide an understanding of the functions of federal, state and local government. Major emphasis is placed on the US Constitution and its influence at all governmental levels and the rights and the responsibilities of the American citizenship.

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and

interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format (College Board).

Economics involves the study of economics in a changing American society. Problems of unemployment, inflation, automation, government spending, and international trade will be explored. Students will learn about capitalism, socialism and communism. The course will also cover poverty, monetary policy, amendments, fiscal policies and the balanced budget.

***Academic English Language Development (core):***

The ELD standards are used to help students acquire language necessary to succeed in school. In addition to providing vocabulary and structure for content learning, ELA standards are incorporated into the classes to prepare students for graduation requirements in English.

***Visual/Performing Arts (core):***

Appreciation and participation in the fine and performing arts are essential to each student's development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy. Visiting artists, field trips, after school classes, parent docents, and partnerships with arts-focused organizations like Inner City Arts also provide important programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

The goal of visual and performing arts instruction is to recognize the relationship between the arts and society and the connection to global world culture. Students in art classes have the ability and opportunity to demonstrate their own creativity utilizing any course specific medium. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Courses offered to meet the VAPA standards are: Introduction to Art, AP studio art 2D Design, and Drama 1 and 2.

Introduction to Art will require students to learn specific artistic techniques that reflect different historical and cultural styles. They will be exposed to a variety of artists, art forms, and genres and will gain an appreciation for art and will learn the language to describe, critique, and respond to different works of art. The students will have the opportunity to produce artwork that shows individual creativity and growth.

Drama I is designed as a beginning acting course for entering ninth or tenth grade students. High school students will apply their understanding of the vocabulary of theater as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce and perform. They will base their acting choices on script analysis, character research, reflection, revision, writing dialogues and scenes and applying their

knowledge of dramatic structure.

Drama II is designed to foster both academic and performance development to prepare students for the rigorous academic and performance programs of a four-year college or university, and college and career readiness. The Drama II course will build on fundamental skills obtained from the Drama I course and will expand basic vocabulary, application and techniques through study, performance and collaborative exercises. Students will be expected to have the foundation movement, voice, and performance techniques from Drama I. These will be applied to advanced scene development, dialogue, monologue, reading, writing and analytical exercises. Further understanding of the theater and theatrical practices will be developed including technical productive and design elements.

***World/Heritage Language (core):***

The goal of the World Languages is to create citizens of the world. Students use languages to communicate effectively and appropriately in listening, speaking, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our own society. Languages offered include the equivalent of three or more years in the following: Spanish I, Spanish II, AP Spanish Language and Culture, and AP Spanish Literature and Culture.

Spanish I is an introductory course for students learning a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is one development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

Students in Spanish II will be able to understand routine speech and conversations, main ideas and facts from narratives, participate in communication tasks, write letters and essays, and perceive cultural differences of different Spanish speaking countries. The focus will be in three areas: communication, grammar, and culture.

AP Spanish Language and Culture is the equivalent of a third-year college-level language course. It prepares students to continue studies of advanced Spanish language composition and conversation as well as introductory courses on Latin America and Peninsular literature and culture. As students develop their language skills, they learn subject matter that relates to different disciplines in their high school curriculum, ranging from art and literature to politics and environmental studies in the target cultures.

***Advisory (non-core):***

Advisory encapsulates courses that fit the traditional “advisory” role as well as other courses (i.e., AVID, BUILD, Senior Mentor, etc.) that also emphasize belonging, community, social/emotional learning, building habits of success, mentorship and leadership, college readiness, etc.

**The College Experience at Aspire Ollin University Preparatory Academy**

In addition to completing University of California - A-G subject requirements and as a university-preparatory school, all Aspire Ollin high school students enroll in pre-college classes, starting in 9th grade, approved through Alliant University, as well as have opportunities to participate in the Advanced Placement program, authorized by CollegeBoard.

**The Advanced Placement Program:**

At Aspire Ollin, students are offered Advanced Placement classes, authorized by CollegeBoard. The goals of the AP Program at Ollin is to provide students the opportunity to experience the rigor of college courses, earn college credits and save money in tuition, engage in in-depth study and enrichment, earn placement in college-level course without remediation, build college skills, and add to their college resumes. AP Courses at Ollin closely follow CollegeBoard-approved syllabi, using college-level textbooks, taught by educators that demonstrate awareness and inclusion of the curricular requirements in their specific course.

Advanced Placement Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus. AP courses at Ollin have been audited and authorized by the CollgeBoard.

Last school year, 2015-16, was the first year Ollin offered Advanced Placement classes. There were two courses, AP United States History and AP Biology, which administered 63 AP Exams. The AP United States History course had a passage rate of 53%, aligned with the national average. The AP Biology course had a 10% passage rate. Based on the passage rate and internal surveys, Ollin adjusted its Advanced Placements offerings and how students were enrolled into the AP classes. Considering a multitude and combination of factors, teacher recommendation, qualifying examinations, student-scheduling interest surveys, Ollin is offering six AP courses for 2016-17: United States Government and Politics, United States History, Environmental Science, Physics, Spanish Language & Culture, and Studio Art-2D, enrolling over a hundred students from 11th and 12th grade.

**Advanced Placement Course Overviews:**

AP United States History Course Overview
The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about

continuity and change over time and make
comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

AP United States Government and Politics Course Overview
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP Studio Art-2D Design Program
The AP Studio Art course & portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at in May to the CollegeBoard. The AP Studio Art 2-D Design Program corresponds to the most common college foundation courses. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

AP Environmental Science Course Overview
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible.

AP Physics 1: Algebra-Based Course Overview
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Spanish Language and Culture Course Overview
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught

almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP Biology
The AP Biology course is designed to enable you to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses — a goal of every AP course. This AP Biology course is equivalent to a two-semester college introductory biology course and has been endorsed enthusiastically by higher education officials.

**Interventions and Enrichment**

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

- **Tier 1** is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.

- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- **Tier 3** interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

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

**Early College High School Model**

Aspire secondary schools follow the Early College High School model, which is recognized by the California Department of Education as an important option for removing major barriers for "young people who are underrepresented in postsecondary education." The California Department of Education partners with the Chancellor's Office for the California Community Colleges to support the Early College High School (ECHS) Initiative of the Foundation for California Community Colleges.

As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn 15 college credits at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on The Charter School's campus, or on a local college campus. The courses may be taught by a college instructor or an employee of The Charter School who has been qualified by a local college.

**Alignment with California state standards and UC A-G requirements**

All secondary courses are aligned to the adopted California State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the California State Standards. The Charter School fully implements the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through University of California's A-G program to ensure that all courses meet the level of rigor for college preparatory work.

**Sample Scope and Sequence (9-12)**

| A – G Reqm't | 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | |
|---|---|---|---|---|---|---|---|---|
| | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 |
| A: Social Science | | | World History | World History | US History | US History | Econ | US Government |
| B: English | English 1 | English 1 | English 2 | English 2 | English 3 | English 3 | ERCW Expos. Read/Writ | CC English 1A |
| C: Math* | Geometry | Geometry | Alg 2 | Alg 2 | Pre-Calculus | Pre-Calculus | Statistics or Calculus | Statistics or Calculus |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **D: Lab Science** | **Physics** | **Physics** | **Biology** | **Biology** | **Chemistry** | **Chemistry** | | |
| **E: Foreign Language** | **Spanish or ASL** | **Spanish or ASL** | **Spanish or ASL** | **Spanish or ASL** | | | | |
| **F: Art** | | | **Art 1** | **Art 1** | **CC Drama** | | | |
| **G: Electives** | **English Comp** | **English Comp** | | | | **Psych** | **CC Anthro** | **CC AA Lit** |
| **Aspire Add'l (non-core)** | **Tech** | **Tech** | | | | | **Internship** | **Internship** |
| | **Advisory** | **Advisory** | **Advisory** | **Advisory** | **Advisory** | **Advisory** | **Advisory** | **Advisory** |

* As with all courses, teachers provide real time intervention to support students in successfully meeting course requirements; for those few students who do not pass, a variety of credit recovery options are available the next year, including summer school, online courses, and repetition. In 2018-2019 Aspire will begin transitioning all 9th graders to Integrated Mathematics I.

** Courses in italics and highlighted may be community college or university classes.

**Assessment**

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

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

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records)

- Specialized assessments developed by Aspire for all areas of the academic core (e.g. Project Rubrics, Performance Tasks);

- Day-to-day assessments related to specific content or skills

- Qualitative observations of the process of learning (teachers' anecdotal notes, reflection logs, internship mentor reports); and

- Examination of final grade level projects, called Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standards which includes independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

**\Technology as a Tool**

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

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

**SUPPORT FOR ALL STUDENTS**

**Effective Teachers**

At the center of the educational program are the teachers. The faculty consists of well-prepared and certified teachers. All core teachers and paraprofessionals meet the requirements of the Elementary and Secondary Education Act. Professional development and teacher collaboration is scheduled on a regular and ongoing basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire ensures collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

**Schoolwide Professional Development**

Professional development can be divided into the following major approaches:

- New Teacher Institute over the summer for all teachers new to Aspire
- Summer Training for all teachers and staff
- Friday afternoons (early dismissal)

Professional development is devoted to achieving LCAP goals, especially to execute a high quality instructional program and provide educational options to ensure every student graduates college ready and the measurable outcomes tied to its achievement.

## Annual Measurable Goals

Below are the Annual Measurable Goals for all students. Actions/services contributing to the increased or improved services requirement for **Socioeconomically Disadvantaged students**, and **Foster Youth** will be added prior to formal Aspire Board approval in June of 2019:

| |
|---|
| ***Goal 1: Increase student academic achievement as guided by the Expected Schoolwide Learning Results (ESLRs) which highlight 21st Century College and Career Readiness Skills.*** |
| **State Priorities Addressed: 1, 4, 7, 8** |
| **Students to be Served: Students to be served: All, Socio-Economically Disadvantaged, Sped., Foster/Homeless, Latino, English Language Learners** |
| **Actions:**<br>1. Continue posting the ESLR Poster for every classroom<br>2. Aligned Learning Objective(s) with ESLR (s) identified on Blackboard Configuration<br>3. Train new staff and give a refresher to existing staff to align staff around OUP's new ESLRs.<br>4. Review ESLRs explanation and rationale in Staff Binder<br>5. Onboard new community partners around ESLRs<br>6. Continue to clearly display ESLRs for students, staff and community throughout building<br>7. Maintain PBL units in all content areas |

| |
|---|
| ***Goal 2: In all subgroups increase student mastery in math by developing and implementing school-wide instructional practices that are aligned to CCSS Math Practice Standards.*** |
| **State Priorities Addressed: 2, 4, 8** |
| **Students to be Served: All, Socio-Economically Disadvantaged, Sped., Foster/Homeless, Latino, English Language Learners** |
| **Actions:**<br>1. Continue using UBD and PBL in unit plans and implement three project based learning units.<br>2. Fully implement school wide rubric vertically articulated for unit assessment and COI's.<br>3. Alignment of explicit student reflection based on academic mastery of the content across grades 6-12<br>4. DOK Alignment amongst STEAM staff. Implement DOK-levels for independent / collaborative assignments and assessments and increase DOK 3 and 4 by an additional 10%.<br>5. Continue small group instruction implementation<br>6. Continue use of online math resources and tutorials that monitor student growth |

| |
|---|
| ***Goal 3: Increase achievement levels of English Learners by implementing school-wide instructional strategies in all content areas and a designated ELD program.*** |
| **State Priorities Addressed: 2, 3, 4, 8** |
| **Students to be Served: English Language Learners** |

**Actions:**

1. Track an EL component to the existing COI Reflection form
2. Quarterly workshops built in to Department Meetings for educators focusing on specific EL Achieve strategies
3. Provide EL Achieve training to all educators
4. Provide designated time of explicit ELD instruction during Humanities block for grades 6 – 8 and during Academic ELD course for grades 9 – 12.
5. Explicitly monitor EL data throughout year through COI process and RTI program
6. Annually re-designate following Aspire's reclassification protocol.
7. Communicate with families regarding student EL levels via SSCs, ELAC and SLCs
8. Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims)

***Goal 4: Increase college readiness and college persistence rates of Ollin graduates.***

**State Priorities Addressed: 4, 5, 6, 7**

**Students to be Served: All, Socio-Economically Disadvantaged, Sped., Foster/Homeless, Latino, English Language Learners**

**Actions:**

1. Maintain OLLIN ALUMNI TRACKING program to inform current instructional program.
2. Maintain academic and financial advising workshops for alumni (Summer after graduation)
3. Continue offering Resume review workshops and college job placement programming (Summer after graduation)
4. Facilitate Networking events with alumni and local workers
5. Maintain Post-Secondary Plan for all seniors
6. Exceed national average for graduation rate of first-generation college students (37%)
7. Partner with Private Schools and local businesses for 4-year scholarship program
8. Partner with Local private schools for college partnership programs (MOUs)
9. Increase student application to Tier 1 schools in Barron Index
10. ALL students apply to Quest Bridge and other scholarship programs
11. Integrate College Readiness programming fully into Advisory Program

- 4-year GPA Tracking
- 4-year A-G Class Tracking
- ACT and SAT Prep
- Life Planning
- College Research and Planning
- Schedule Planning
- 21st Century Skills
- Social Consciousness building
- Scholarship tracking / research Cultural Understanding

12. Intentionally planned parent education program for college readiness and requirement starting in 6th Grade
13. Build at-risk counseling protocols to include 10th grade retention practices

***Goal 5: Increase students' science proficiency by developing and implementing NGSS (Next Generation Science Standards).***

**State Priorities Addressed: 2, 7, 8**

**Students to be Served: Students to be served: All, Socio-Economically Disadvantaged, Sped., Foster/Homeless, Latino, English Language Learners**

**Actions:**

1. Change course sequence offerings in High School to align with NGSS
2. Deepen use of adopted NGSS aligned Science curriculum Amplify in grades 6 – 8
3. NGSS Text book and materials selection
4. Develop STEAM vision that embodies the 21st century skills and is aligned to NGSS
5. NGSS Teacher and Admin training
6. A-G courses offered in variety
7. Integrate middle school content (theme)
8. Integrate PBL with NGSS

***Goal 6: Deepen social emotional learning and implement school culture systems, trauma informed mental health practices, and behavioral health interventions in positive, safe school conditions.***

**State Priorities Addressed: 1, 3, 5, 6**

**Students Served: All, Socio-Economically Disadvantaged, Sped., Foster/Homeless, Latino, English Language Learners**

**Actions:**

1. Sustain social emotional learning program and mental and behavior health interventions
2. Maintain efficient and effective ongoing school site operations
3. Consistently implement year-round enrollment plan
4. Ensure ongoing facilities maintenance and planning
5. Ensure ongoing families, staff, and students in the development and monitoring LCAP implementation

***Goal 7: The educational outcomes of foster youth will mirror those of the general student population.***

**State Priorities Addressed: 4, 5, 6**

**Students Served: Foster/Homeless Youth**

**Actions:**

1. Waive fees for extracurricular activities
2. Automatic enrollment in free-and-reduced lunch program
3. Automatic enrollment and tracking on CalPADS
4. Employment of two Case Managers (middle and high school) to provide wrap around services (instructional and social-emotional)
5. Needs assessment conducted by a school counselor or social worker
6. Employment of a Regional Director of Student Supports and Services to oversee and provide trainings to school site staff
7. Use of a data base (PowerSchool) to ensure proper program identification
8. Disaggregate student academic performance data to target academic needs
9. Continue partnerships with adult schools to ensure credit recovery
10. Provide of Academic Recovery Courses
11. Provide Weekly Office Hours (tutoring) support
12. Availability of Summer School

***Goal 8: Increase parent involvement.***

**State Priorities Addressed: 3**

**Students Served: All, Socio-Economically Disadvantaged, Sped., Foster/Homeless, Latino, English Language Learners**

**Actions:**

1. Ensure Parent Coordinator and parent representatives participate in Regional Parent Task Force with the goal of increasing parent involvement and volunteer opportunities
2. Ensure consistent promotion of ELAC and SSC meetings via ParentSquare
3. Facilitating monthly parent learning walks – reviewing academic data and observing classrooms
4. Facilitating parent engagement activities every other month i.e. Ollin Olympics, Latino Heritage month
5. Holding Coffee with the Counselors (Social-Emotional and Academic) every other month

**2018-19 Ollin PD Calendar**

| Week | Date | | CONTENT | Notes |
|---|---|---|---|---|
| 1 | 8/17/18 | Whole Staff | BOY: Nuts & Bolts/Mindset | |
| 2 | 8/24/18 | Whole Staff | PD: Q1 Workshops: Routines/Procedures/Relationship-Building/Management | |
| 3 | 8/31/18 | Per Grade/MS/HS | COI #1/Grade-Level Meeting | |
| 4 | 9/7/18 | | TT/Professional Expectations | |
| 5 | 9/14 | Departmen | Department Meeting/Co-Planning; SPED Regional | |

| | | | | |
|---|---|---|---|---|
| | /18 | t | Training | |
| 6 | 9/21/18 | Per Grade/MS/HS | COI #2/12th Q1 COI/Grade-Level Meeting | |
| 7 | 9/28/18 | Whole Staff | PD/Pre & ACT Procedures | |
| 8 | 10/5/18 | | TT/Professional Expectations | Midterms |
| **FALL BREAK** | | | | |
| 9 | 10/19/18 | Per Grade/MS/HS | TT (Mon); COI #3/Grade-Level Meeting (Fri) | Quarter 1 Ends |
| 10 | 10/26/18 | Whole Staff | PD/Q2 Workshops: Differentiation/SpEd/EL/RtI | |
| 11 | 11/2/18 | Department | Department Meeting/Co-Planning | |
| 12 | 11/9/18 | | TT/Professional Expectations; SPED Regional Training | |
| 13 | 11/16/19 | Per Grade/MS/HS | COI #4/12th Q2 COI/Grade-Level Meeting | |
| | **THANKSGIVING BREAK** | | | |
| 14 | 11/29/18 | Whole Staff | PD: Assessments & Performance Tasks | |
| 15 | 12/7/18 | Department | Department Meeting/Co-Planning | |
| 16 | 12/14/18 | | TT/Professional Expectations; SPED Regional Training | Semester 1 Ends |
| **WINTER BREAK** | | | | |
| 17 | 1/11/19 | Per Grade/MS/HS | ELPAC (Mon); COI #5/Grade-Level Meeting (Fri); SPED Regional Training | |
| 18 | 1/18/19 | Whole Staff | PD/Q3 Workshops | |
| 19 | 1/25/19 | Department | Department Meeting/Co-Planning | |
| 20 | 2/1/19 | | TT/Professional Expectations | |

| | | | | |
|---|---|---|---|---|
| 21 | 1/8/19 | Per Grade/MS/HS | COI #6/12th Q3 COI/Grade-Level Meeting; TT | |
| 22 | 2/15/19 | Whole Staff | PD; SPED Regional Training | Club/Org Social |
| 23 | 2/22/19 | Department | Department Meeting/Co-Planning | |
| 24 | 3/1/19 | | TT/Professional Expectations | Midterms |
| 25 | 3/8/19 | Per Grade/MS/HS | COI #7/Grade-Level Meeting | |
| 26 | 3/15/19 | Whole Staff | PD/Q4 Workshops; SPED Regional Training | |
| 27 | 3/22/19 | Department | Department Meeting/Co-Planning | Quarter 3 Ends |
| 28 | 3/29/18 | Test Admins | TT/Pre & ACT Procedures | |
| 29 | 4/5/19 | Per Grade/MS/HS | COI #8/12th Q4 COI/Grade-Level Meeting | |
| 30 | 4/12/19 | | TT/Professional Expectations; SPED Regional Training | |
| **SPRING BREAK** | | | | |
| 31 | 4/26/19 | Whole Staff | TT/SBAC Training/AP Training (Mon); PD (Fri) | |
| 32 | 5/3/19 | Department | Department Meeting/Co-Planning (Last) | SBAC |
| 33 | 5/10/19 | | TT/Professional Expectations | SBAC/AP |
| 34 | 5/17/19 | Fair | Wellness Fair | SBAC/AP |
| 35 | 5/24/19 | | TT/Professional Expectations | SBAC |
| 36 | 5/31/19 | Whole Staff | EOY Wrap-Up/Close-Out Procedures | SBAC |
| 37 | 6/7/19 | | TT/Professional Expectations | Promotion |

| | | | | |
|---|---|---|---|---|
| 38 | --- | | CLOSE OUT | Graduation |
| | | | | |
| | | PD: 8 | S1: 4 & S2: 4; Whole Staff; | 1:30-4 |
| | | DEPT. MTNG: 7 | S1: 3 & S2: 4; Departments | 1:30-4 |
| | | TT: | S1: 5 & S2: 9; Individual | |
| | | COI: 9 | S1: 4 & S2: 4; Per Grade Level | By O-vite |

**Support for English Learners**

***Overview***

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

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

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

The Charter School administers the English Language Proficiency Assessment for California (ELPAC). The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Appendix VI.

***Home Language Survey***

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

***ELPAC Testing***

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

- The student is given the English Language Proficiency Assessment for California (ELPAC) or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient.
- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal. The sample report below guides the placement and instruction of all English Learners, as well as inform professional development for all staff.

***Redesignation Procedures***

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

***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 Criteria | '18-'19 Aspire Policy |
|---|---|
| **Assessment of English Language Proficiency** | **Using ELPAC:**<br>1. Overall score of Level 3 (or higher)<br>2. Oral Language score and Written Language score of Level 3 (or higher) |
| **Teacher Evaluation** | Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance |
| **Parent Opinion and Consultation** | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified |
| **Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.** | Scored at or above on one of the following academic indicators (see table here for academic indicator cut points by grade):<br>1. Nearly Met level (Level 2) or higher on the ELA SBAC.<br>2. Nearly Met level (Level 2) or higher on the ELA ICA<br>3. One level below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).<br>4. Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1 |

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

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

**Assessment of English Learners with Disabilities**

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

Students with IEP's who are also English Language Learners are enrolled in an appropriate English Language Development class, and will receive support from an English Language Development teacher with second language acquisition expertise. Special Education teachers are required to have an EL Authorization in order to support development of ELD goals and services on a student's IEP. The special education teacher will use data points from the student's ELPAC results, ELD curriculum measures, ELD teacher observations, work samples, and special education teacher observations in order to write a comprehensive present level of performance that draws upon second language acquisition expertise as well as knowledge around the student's disability. The student will have an English Language Development IEP goal developed based on their greatest area of need in ELD, as identified by both the ELD teacher and special education teacher, and an IEP service supporting this goal will be implemented. This service will be provided by qualified special education personnel who collaborates with the English Language Development teacher. The IEP team will discuss the appropriate testing accommodations for the student on the ELPAC and ensure this is documented on the IEP. The IEP team will also clearly document the stage of language development the student is in on the IEP, and will update with the most recent information at each IEP meeting.

**Reclassifying English Learners with Disabilities**

A student with a disability may be reclassified as English proficient according to criteria for students with disabilities. If an IEP team identifies that an alternate assessment is appropriate for a student, their performance on the alternate assessment is used as a measure of their English language proficiency in place of the statewide assessment to determine reclassification. IEP teams, which include the parent, determine whether a student has met the criteria for reclassification as identified by the LEA, with consideration of alternate assessments as a means to determine language proficiency and basic skills.

| | |
|---|---|
| State Criteria | '18-'19 Aspire Policy |

| | |
|---|---|
| **Assessment of English Language Proficiency (ELPAC Test Results)** | The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.<br><br>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability) |
| **Teacher Evaluation** | Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance |
| **Parent Opinion and Consultation** | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified |
| **Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.** | The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.<br>1. Nearly Met level (Level 2) or higher on the ELA SBAC.<br>2. Nearly Met level (Level 2) or higher on the ELA ICA<br>3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).<br>4. STAR Ren level at the average of an English Only student with a similar disability, see table<br>5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III) |

***For Students with Disabilities on Alternate Curriculum***

| State Criteria | '17-'18 and '18-'19 Aspire Policy (no change) |
|---|---|
| **Assessment of English Language Proficiency** | VCCALPS assessment with a score of 49 or above |
| **Teacher Evaluation** | Education Specialist agrees the student should be reclassified based on evidence of academic performance |
| **Parent Opinion and Consultation** | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified |

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

***Student Achievement Goals***

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

***Strategies and Support***

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

The tenets of the program include these guiding principles[1][2]

- The priority for instruction is language learning and exploration.

[1][2] Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

- Students are grouped by proficiency level, as determined by multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, DRA, SBAC) along with 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.

**Designated English Development**

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

The EL Achieve™ strategies include a focus on language anchors for the following language functions: cause & effect, compare & contrast, description, argument and sequencing. Once the language function of a text is determined, teachers must consider what specific vocabulary or syntax the content is asking students to use in order to express their ideas. For example, a compare/contrast function may use the vocabulary, however, both and employ parallel sentence construction. EL Achieve™ also focuses on structured student talk, genre-writing, and task analysis to enable EL students to access rigorous content at the secondary level.

**Integrated English Language Development**

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

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

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

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

**Progress Monitoring**

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

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

**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**

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

2. 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.
3. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
4. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
5. New teachers receive ongoing coaching in teaching English Learners.

**Gifted and Talented (GATE) Students and Students Achieving Above Grade Level**

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

The Charter School sends identified teachers and Deans of Instruction to training each year to deepen understanding of strategies to support gifted learners. GATE identified students participate in differentiated projects and experiences that allow students to explore the depth and complexity of the Common Core State Standards. Academic opportunities, both within and outside of the regular school day, are provided for these accelerated students.

**Students Achieving Below Grade Level**

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

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

| **Assessment** | **Criteria For Additional Intervention** |
|---|---|
| Smarter Balanced Assessment Consortium (SBAC) – ELA or Math | Standard Not Met or Approaching the Standard |
| Placement Reading Diagnostic (PRD) | Below grade level |
| Parent Recommendation | Any |

| | |
|---|---|
| Teacher Recommendation | Any |

The Charter School utilizes the Response to Intervention framework (RtI) of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RtI process of weekly review of student progress, schools are universal in assessing students' academic, behavioral and socio-emotional development needs, and proactive in providing students with appropriate timely, targeted and effective research-based interventions. Systematic progress monitoring of results of instruction or intervention, which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision-making about the intervention's success and student's next step.

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

**Socio-Economically Disadvantaged / Low Income Students**

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

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

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They along with the leadership team analyze data by all subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom. The RtI lead or the classroom teacher would be responsible for making sure supports were implemented. At a minimum, supports include:

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

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

**Support for Academically High-Achieving Students**

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

The Charter School identifies our highest achieving student through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR REN are used as a metric, and finally GPA is an additional factor for consideration Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students are well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare. College coursework for high school students is based on GPA and achievement scores. Student may be placed in zero, one or two college courses per semester based on their achievement. The highest achieving students are able to graduate from high school with their Associates Degree from Delta College (60 units).

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

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

**Support for Students with Disabilities**

**Overview**

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

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

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

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

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

**Section 504 of the Rehabilitation Act**

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

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

with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests that are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

**Services for Students under the IDEA**

In accordance with state and federal law, each student eligible under IDEA will be provided a free appropriate education in the least restrictive environment. No student shall be denied admission to The Charter School because the student is in need of special education services. The Charter School is dedicated to ensuring that identified special education students

shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers.

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

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

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

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

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

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

***Child Find***

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted through the enrollment lottery and enrolled in The Charter School. Through the process of "Child Find," each school fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education or 504 services. The Student Success Teams addresses student needs and initiate the referral process, if appropriate, for special education or other services.

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

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

LEA Assurances

The Charter School makes the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

- Child Find-The Charter School will assure that all students with disabilities are identified.

- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.

- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.

- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.

- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.

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

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

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

### Support for Foster and Homeless Youth

Most of the Charter School's students are identified as socioeconomically disadvantaged and/or qualifying for free-or-reduced lunch program using the enrollment application. Parents submit enrollment applications that include critical information to properly identify students and provide the resources necessary. Every child has equal access to a free and appropriate public education

as provided to all children and youth. Ollin applies the same instructional program components, services, and supports to foster and homeless youth, as is described in the petition under EL, socioeconomically disadvantaged, and academically high or low achieving, and as appropriate for the particular student's situation.

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

**Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements**

Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The Charter School is accredited by the Western Association of Schools and Colleges (WASC) and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system.

The secondary portion of the curriculum will develop both a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. The educational program emphasizes interdisciplinary thinking among subject areas. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

**Notification of High School Graduation Requirements**

Requirements for graduation shall be made available to students, parents/guardians and the public (Education Code 51225.3). The requirements will be included in all handbooks and will be available in the school office.

**High School Graduation Requirements: Prescribed Course of Study**

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn a designated number of credits.

| | | |
|---|---|---|
| A. History/Social Sciences | 20 | 1 year of World History, 1 year of US History |
| B. English | 40 | Emphasis in Literature & Composition |
| C. Mathematics | 30 | Courses must be taken in grades 9-12 Recommended sequence: Algebra 1, Geometry, Algebra 2. Geometry is required. UC validation rules are in effect but 30 credits still be earned.<br><br>4 years recommended. |
| D. Laboratory Science | 20 | In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended. |
| E. World Languages | 20 | Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned. |
| F. Visual & Performing Art | 10 | The 10 credits must be in the same form of art in a year-long sequence taken<br>in the correct order, or a semester block covering a year's worth of credit. |
| G. Electives | 10 | Courses can be an additional year in any of the A-G courses listed above or can be an A-G approved "g" elective. |
| US Government and Economics | 10 | 1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g<br>approved courses. |

| | | |
|---|---|---|
| Other Academic Electives | 55 | Courses can be additional years in any of the a-g courses listed above, labs that extend a-g courses, academic support courses, non a-g courses that are academic in nature, and additional Advisory course work. Courses such as PE and other non-academic courses do not satisfy this requirement. |
| Advisory | 20 | Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher. |
| Technology | 5 | May waive by juried assessment; if waived, credits substituted by another college preparatory elective. |
| Total | 240 | **Credit is earned for grades of C- of higher only. Courses that offer credit multiple areas (i.e., tech and UC elective) do not count more than once toward the 240-credit requirement.** |

**High School Graduation Requirements: Additional Requirements**

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:

| | |
|---|---|
| Exhibitions | Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12 |
| College Credits | Students must take at least 5 college courses, for a total of at least 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e. auto tech, wood shop, graphic design, etc.) |

| In addition to the above requirements, all seniors at Aspire schools are supported, but not required, to complete the following activities during their senior year. | |
|---|---|
| College Entrance Exams | Students apply for and take the prescribed college-board entrance examinations. Students who cannot afford to take these exams will receive financial assistance in order to meet this obligation. |
| College Applications | Students apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges). In most cases, students are able to apply to schools that will waive application fees. In cases where this is not possible Aspire will financially assist students in meeting this obligation. This requirement is reduced to 1 for a student who applies and is accepted to 4-year college through a binding Early Decision program. |
| College Financial Aid | Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application. |
| College acceptance | Students will be supported by the college counselor to ensure that all students will be accepted to a 4-year university. |

**Additional High School Graduation Guidelines**

1. Students must be enrolled in a minimum of 240 instructional minutes per school day. The exception to this rule is that a day of attendance is 180 minutes for pupils in grades 11 and 12 who are also enrolled in part time community college or university classes at any UC, CSU and CCC institution. (Education Code 46144, 46146)
2. The total number of credits that a student may earn for "teacher assistance" or other forms of in-school or out-of-school work experience shall not exceed 10 credits total.

**Waiver of High School Graduation Requirements**

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more required courses in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, etc.

Waiver of graduation requirements is determined by the Chief Academic Officer.

A. The following procedure shall be followed by all Aspire schools in graduation REQUIREMENT waiver requests:
    1. Request shall be initiated by the parent, student, Aspire counselor, OR SPECIAL EDUCATION TEAM MEMBER.
    2. The counselor is responsible for evaluating the educational experiences of the individual student and submitting a recommendation for a graduation waiver to the Principal
    3. The Aspire principal shall investigate the request for waiver of graduation requirements and make a determination in writing, via email or letter stating the reason for waiver to the Area Superintendent.
    4. The Aspire principal shall develop appropriate record-keeping procedures for storage of all pertinent data relating to each waiver request.
    5. The Chief Academic Officer shall grant or deny the waiver request.
    6. The Aspire principal shall be notified of the decision in writing.

**College and Career Readiness**

In addition to providing support for students to develop a college-going identity, the Charter School also utilizes a myriad of tools for providing support to students who may fail to meet academic milestones while in high school. The school proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school. Additionally, in high school the academic counselor works to track all students who are falling behind in coursework and then leverages support systems such as study hall and advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options include re-taking the course at the Charter School, taking the class from an on-line or external provider, summer school and on occasion college replacement courses.

Very few students transfer to Aspire Public Schools after the conclusion of their 10th grade year. Families who wish to transfer meet with the academic counselor to determine the student's course requirements and to identify a trajectory for graduation.

**A Typical Day**

It is 8:00 am on a Monday morning and Joel, a 9th-grade student at Aspire Ollin University Preparatory Academy (OUP) just arrived on campus. As he enters the school he is greeted by Mr. Ramirez, Principal, and Ms. Kieu Nguyen, Assistant Principal. The administration team, campus monitors, and teachers greet students every morning. He immediately makes his way to Ms. Gabby, cafeteria supervisor, who welcomes him and gives him a warm breakfast. From there, Joel heads to the soccer field when he notices that his soccer team is playing a quick game of soccer before the start of the day. As it gets close to 8:25, Mrs. Gonzalez and Mr.

Gonzalez, middle school and high school case managers, make announcements, as Joel and the soccer team hurry to finish up their game to be able to head to their first-period class: English.

As Joel walks to his first class, he is inspired by the beautiful murals that adorn the hallways. He envisions himself as the next Neil Degrasse Tyson. As he glances at the murals, he is reminded of Aspire Ollin's ESLRs: Collaborate, Communicate, Critically Think, and Create. Mr. Skahill, the 9th grade English teacher, looks at Joel and says, "Joel! You are well on your way to becoming who you are meant to be. We will help you by developing your 21st-century skills."

Mr. Skahill greets students as they walk into the first-period class and starts the morning class by having a quick 5 minute morning huddle. Mr. Skahill, shares the prompt, "What is something you are excited about today?" Students go around and share, and then, students find their seats and get into the day's work by starting the Do Now. Today, the class will conclude their reading of Barbara Kingsolver's The Bean Trees before completing a constructed response on the story's elements.

After completing the lesson, Mr. Skahill, asks the class to prepare themselves for Quiet Time. He reminds the class that for the next 10 minutes, the class space will be silent and those trained in mediation can choose to meditate, and those not trained, can choose to use the next 10 minutes to rest quietly. The class goes silent and after ten minutes Mr. Skahill lets that class know that they can start opening their eyes and get ready to transition to the second period. Joel opens his eyes and says, "Phew, I really needed the rest this morning." The class is soon dismissed.

Joel, then, walks down the hallway, stops for a quick restroom break and has a quick chat with his friend, Yoli, then, heads to his math class with Ms. Cambero. As he walks into the class, he is greeted by Ms. Cambero, who asks him how his soccer game was on Friday. Joel responds, "Ms. Cambero! What kind of question is that? You know we represented Aspire Ollin and got the 'W.'" Ms. Cambero smiles and asks all students to take out their CPM books out and get into their groups. Ms. Cambero tells the class that they will work in groups to find connections between patterns of growth on a graph. She gives them the assignment and students start working. As students work in groups, Ms. Cambero is checking in on each group. Ms. Villarreal, Education Specialist, is also in the room to offer all students more support, focusing on students with IEPs. Soon it's time for lunch.

When Joel heads out of Math class, to the lunch area, he notices it's a nice sunny day, so he chooses to eat lunch outside in the Quad. He usually likes to eat his lunch in the student center. He eats his lunch with the soccer team and then heads to the soccer field once again. After lunch, it's time for Advisory.

Joel walks toward his advisory class on the second floor. He is greeted by Mr. Galindo, Joel's Advisory and Spanish 1 teacher. As Joel walks into advisory, he asks Mr. Galindo what they are going to do in Spanish class tomorrow. Aspire Ollin has block scheduling, which schedules students to see three out of their six core classes every other day to allow for deeper learning through extended periods.

Mr. Galindo starts class by reminding students that Monday is “Write or Die” day. “Okay, Class,” Mr. Galindo says, “Remember that during today’s silent writing activity, it is your time to write. Today’s topic is, write about areas of strengths you have displayed during semester one and one area you would like to grow in.” Joel thinks for a while and starts writing right away. A timer goes off and Mr. Galindo brings the class into a circle then asks students if anyone would like to share. A rich discussion about strengths and areas of growth begins and Joel realizes that many of his classmates struggle with the same things he does. He thinks, “We are all so different, but have so many similarities.”

It is now time for the last period of the day, period three. Today, Joel has Physics with Mr. Torres. Joel walks into class extremely excited because today they will be finishing their unit on Kinematics. Joel and his team are sure that they have developed a vehicle that will travel a longer distance than his classmates. The students have created a presentation that includes motion data and a report about engineering challenges that were considered in the design of the vehicle. Joel is proud of the work his team produced. But most importantly, Joel want to win. Mr. Torres gets the whole class to the Quad, where students start to test their vehicles. Joel’s team finishes in third place. Students are asked to head back to class for a reflection. Mr. Torres asks each team to reflect on their collaboration. He says, “Remember that our ESLRs state that students will be able to collaborate. Rate your team collaboration for this unit. What was an area of improvement?” Students write their reflection as an exit ticket and Joel realizes that his school day is over.

Usually after school, Joel goes to soccer practice, but today he realizes that he needs some extra help in math. He knows that Monday is after school tutoring for Ms. Cambero’s class. At Aspire Ollin, students have multiple enrichment opportunities. There is an afterschool program, teacher office hours, clubs, sports, and drama. For Joel, most of his afterschool activities are soccer practice or tutoring. Aspire Ollin seeks to provide as many enrichment opportunities for students to truly become whom they want to be.

**Element 2 - Measurable Pupil Outcomes**

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

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

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

- Basic Skills: Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);

- Thinking Skills: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and

- Life Skills: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[1]

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

| Measurable Pupil Outcomes | | | | | | |
|---|---|---|---|---|---|---|
| MPO GOAL #1 (Aligns to LCAP Goal #1) | | | | | | |
| *Increase the number or percentage of students who are proficient in reading and writing by the end of the year* | | | | | Related State Priority: 1, 2, 4, 7, 8 | |
| Goal 1, Outcome 1: Maintain a green or blue performance level (or equivalent measure) in ELA on the SBAC for all the subgroup as measure by the CA dashboard | | | | | | |
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | Yellow | Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue |
| English Learners | Orange | Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue |
| Socioecon. Disadv./Low Income Students | Yellow | Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | Yellow | Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue | Maintain Green or Blue |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 1, Outcome 2: Increase the number or percentage of students who score a 22 in English on the ACT, annually. *For years one through three* 5% more students, and will maintain for years four and five | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 11% | 16% | 21% | 26% | 31% | 36% |
| English Learners | 0% | 5% | 10% | 15% | 20% | 25% |
| Socioecon. Disadv./Low Income Students | 11% | 16% | 21% | 26% | 31% | 36% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 4% | 9% | 14% | 19% | 24% | 29% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 11% | 16% | 21% | 26% | 31% | 36% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Measurable Pupil Outcomes | | | | | | |
|---|---|---|---|---|---|---|
| MPO GOAL #2 (Aligns to LCAP Goal #1 and #2) | | | | | | |
| *Increase the number or percentage of students who are proficient in mathematics by the end of the year* | | | | Related State Priority: 1, 2, 4, 7, 8 | | |
| Goal 2, Outcome 1: Maintain a green or blue performance level (or equivalent measure) in Math on the SBAC for all subgroup as measure by the CA dashboard | | | | | | |
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | Orange | Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue |
| English Learners | Yellow | Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue |
| Socioecon. Disadv./Low Income Students | Orange | Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | Not significant | Will maintain Green/Blue if sig. | Will maintain Green/Blue if sig. | Will maintain Green/Blue if sig. | Will maintain Green/Blue if sig. | Will maintain Green/Blue if sig. |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | Orange | Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue | Maintain Green/Blue |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 2, Outcome 2: Increase the number or percentage of students who score a 23 in Math on the ACT, annually. *For years one through three* 5% more students, and will maintain for years four and five | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 6.3% | 11% | 16% | 21% | 26% | 31% |
| English Learners | 0% | 5% | 10% | 15% | 20% | 25% |
| Socioecon. Disadv./Low Income Students | 6.3% | 11% | 16% | 21% | 26% | 31% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 0% | 5% | 10% | 15% | 20% | 25% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 6.3% | 11% | 16% | 21% | 26% | 31% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 2, Outcome 3: 10% increase in proficiency on Aspire internal Math benchmark in year one, and 5% for years two and three and maintain for years four and five | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 18% | 28% | 33% | 38% | 43% | 48% |
| English Learners | 0% | 10% | 15% | 20% | 25% | 30% |
| Socioecon. Disadv./Low Income Students | 18% | 28% | 33% | 38% | 43% | 48% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 0% | 10% | 15% | 20% | 25% | 30% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 18% | 28% | 33% | 38% | 43% | 48% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Measurable Pupil Outcomes | | | | | | |
|---|---|---|---|---|---|---|
| MPO GOAL #3 (Aligns to LCAP Goal #3) | | | | | | |
| *Increase the number or percentage of students proficient in standard English Language* | | | | | Related State Priority: 2, 3, 4, 8 | |
| Goal 3, Outcome 1: Maintain a consistent percentage of English Learners who make one year of progress based on the Summative ELPAC assessment. | | | | | | |
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | TBD by 2018-19 data | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| Socioecon. Disadv./Low Income Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

| Goal 3, Outcome 2: 25% of English Learners reclassified as Fluent English Proficient, annually | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | 14.8% | 25% | Maintain at least 25% | Maintain at least 25% | Maintain at least 25% | Maintain at least 25% |
| Socioecon. Disadv./Low Income Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

| Goal 3, Outcome 3: Increase by 2% the total percentage of English Learners that score "just below," "on," and "above" grade level on the Aspire internal reading assessment | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | 6% | 8% | 10% | 12% | 14% | 16% |
| Socioecon. Disadv./Low Income Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

| Measurable Pupil Outcomes | | | | | | |
|---|---|---|---|---|---|---|
| MPO GOAL #4 (Aligns to LCAP Goal #4) | | | | | | |
| *Increase college readiness and college persistence rates of Ollin graduates* | | | | Related State Priority: 4, 5, 6, 7 | | |
| Goal 4, Outcome 1: Increase the number of students scoring Proficient or Advanced on the Smarter Balanced (SBAC) ELA assessment for 11th Grade | | | | | | |
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 72.22% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| English Learners | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. |
| Socioecon. Disadv./Low Income Students | 72.95 | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 54.54% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 72.8% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 2: Increase the number of students scoring Proficient or Advanced on the Smarter Balanced (SBAC) Math assessment for 11th Grade | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 48% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| English Learners | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Socioecon. Disadv./Low Income Students | 47.93% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 18.18% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 48.39% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% | Increase by 2% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 3: 60% passing rate on any College Course with a grade of "C" or higher or any AP Exam with a score "3" or higher | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 64.3% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% |
| English Learners | 54% | 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% |
| Socioecon. Disadv./Low Income Students | 64.3% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 61% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 64.3% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% | Maintain at least 60% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 4: 100% of students on diploma track (not completing the CA minimum) meet A-G requirements | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| English Learners | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 5: Graduate over 90% of 4-year-cohort-graduation-rate | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 93% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| English Learners | 80% | 91% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| Socioecon. Disadv./Low Income Students | 93% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 84% | 91% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 93% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 6: Maintain at 2% or decrease percentage of students that dropout from high school | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 4.6% | 2% | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less |
| English Learners | 1% | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less |
| Socioecon. Disadv./Low Income Students | 4.6% | 2% | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 4.6% | 2% | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less | Maintain 2% or less |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 7: Increase percent of 9th and 10th grade students who perform at "on-track" in English as measured by the ACT practice exam, annually | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 5.4% | 7.4% | 9.4% | 10.4% | 11.4% | 12.4% |
| English Learners | 0% | 2% | 4% | 5% | 6% | 7% |
| Socioecon. Disadv./Low Income Students | 5.6% | 7.6% | 9.6% | 10.6% | 11.6% | 12.6% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 5% | 7% | 9% | 10% | 11% | 12% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 5.4% | 7.4% | 9.4% | 10.4% | 11.4% | 12.4% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 8: Increase percent of 9th and 10th grade students who perform at "on-track" in Math as measured by the ACT practice exam, annually | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 11.4% | 12% | 13% | 14% | 15% | 16% |
| English Learners | 3.4% | 4% | 5% | 6% | 7% | 8% |
| Socioecon. Disadv./Low Income Students | 10.7% | 11% | 12% | 13% | 14% | 15% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 5% | 6% | 7% | 8% | 9% | 10% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 11.4% | 12% | 13% | 14% | 15% | 16% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 4, Outcome 9: Increase percent of 12th grade students who perform "at" or "above" grade-level in reading level as measured by the STAR Renaissance test, annually | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 33% | 35% | 36% | 37% | 38% | 39% |
| English Learners | 0% | 2% | 4% | 6% | 8% | 10% |
| Socioecon. Disadv./Low Income Students | 34% | 36% | 38% | 40% | 42% | 44% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 8% | 10% | 12% | 14% | 16% | 18% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 34% | 36% | 38% | 40% | 42% | 44% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Measurable Pupil Outcomes | | | | | | |
|---|---|---|---|---|---|---|
| MPO GOAL #5 (Aligns to LCAP Goal #5) | | | | | | |
| *Increase students' science proficiency by developing and implementing NGSS (Next Generation Science Standards)* | | | | Related State Priority: 2, 7, 8 | | |
| Goal 5, Outcome 1: Implement the 5 E Instructional Framework (Engagement, Exploration, Explanation, Elaboration, Evaluation) in science classes. Implemented with 100% fidelity via walkthroughs and classroom observations | | | | | | |
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| English Learners | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 5, Outcome 2: 90% of students in assigned grade level will participate on the CAST | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| English Learners | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 5, Outcome 3: Implement the Next Generation Science Standards in science classes | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| English Learners | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 100% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Measurable Pupil Outcomes | | | | | | |
|---|---|---|---|---|---|---|
| MPO GOAL #6 (Aligns to LCAP Goal #5) | | | | | | |
| *Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.* | | | | Related State Priority: 1, 2, 3, 5, 6 | | |
| Goal 6, Outcome 1: Maintain a 95% or above ADA for all subgroups | | | | | | |
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 96.39% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% |
| English Learners | 95.1% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% |
| Socioecon. Disadv./Low Income Students | 95.9% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 95.9% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% | Maintain at least 95% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 96.39% | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 6, Outcome 2: Maintain a green or blue performance level for suspensions as measure by the CA dashboard | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | Green | Maintain | Maintain | Maintain | Maintain | Maintain |
| English Learners | Green | Blue/Green | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | Green | Maintain | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | Blue | Maintain | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | Green | Maintain | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 6, Outcome 3: Maintain 0 - .5% expulsion rate | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 6% | Decrease to 0 - 0.5% | Maintain | Maintain | Maintain | Maintain |
| English Learners | 1.3% | Decrease to 0 - 0.5% | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | 6% | Decrease to 0 - 0.5% | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 1.6% | Decrease to 0 - 0.5% | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 6% | Decrease to 0- 0.5% | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 6, Outcome 4: Chronic absenteeism decreases by 2% per year, and maintain at less than 2% overall | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 9.3% | 7.3% | 5.3% | 3.3% | Less than 2% | Maintain |
| English Learners | 14.3% | 12.3% | 10.3% | 8.3% | 6.3% | 4.3% |
| Socioecon. Disadv./Low Income Students | 9.4% | 7.4% | 5.4% | 3.4% | Less than 2% | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 8.8% | 6.8% | 4.8% | 2.8% | Less than 2% | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 8.9% | 6.9% | 4.9% | 2.9% | Less than 2% | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 6, Outcome 5: Maintain an average rating of 3 or 4 on the Aspire LA School Management and Performance Report Card | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 3 | 3 or 4 | Maintain | Maintain | Maintain | Maintain |
| English Learners | 3 | 3 or 4 | Maintain | Maintain | Maintain | Maintain |
| Socioecon. Disadv./Low Income Students | 3 | 3 or 4 | Maintain | Maintain | Maintain | Maintain |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 3 | 3 or 4 | Maintain | Maintain | Maintain | Maintain |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 3 | 3 or 4 | Maintain | Maintain | Maintain | Maintain |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

| Goal 6, Outcome 6: Family satisfaction rate as measured by Panorama Survey will be 90% or above | | | | | | |
|---|---|---|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| All Students (School-wide) | 95% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| English Learners | 95% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| Socioecon. Disadv./Low Income Students | 95% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| Foster Youth | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students with Disabilities | 95% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| African American Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| American Indian/Alaska Native Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Asian Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Filipino Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Latino Students | 95% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% | Maintain at least 90% |
| Native Hawaiian/Pacific Islander Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| Students of Two or More Races | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |
| White Students | Not significant | Will maintain if sig. | Will maintain if sig. | Will maintain if sig | Will maintain if sig. | Will maintain if sig. |

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

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

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

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

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

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

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

**Outcomes and Methods of Measurement Aligned to State Priorities**
Please refer to appendix XXII for the Charter School's LCAP.

**Collecting, Analyzing, and Reporting Data**

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

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

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

Aspire uses many in-house assessments which inform daily instruction and a student's progress towards meeting the state standards.

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

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

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

**Reading Assessment**

In grades 2-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom

instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RtI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

**Aspire Math Assessment**

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

**External Reporting**

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

**Grading, Progress Reporting, and Promotion/Retention**

- Grading Policy:

Students earn grades based on established performance levels as described in the below table.

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

The Charter School 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:

| | |
|---|---|
| 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.

- Type and Frequency of Progress Reporting:

Formal progress reports are sent home three times per year during Student-led Conferences. In addition, the Charter School's teachers send all updated progress reports to families as they take place. For example, these progress report updates include math COI data, spelling/vocabulary assessments, reading assessments (DRA), or any pre/post writing snapshots.

**Promotion/Retention Policy and Procedures**

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

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

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

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

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

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

**California Physical Fitness Test (FITNESSGRAM):**
Six tests are administered:

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

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

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

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

**Element 4 - Governance**

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

Aspire Public Schools Board of Directors

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

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

The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (https://aspirepublicschools.org/discover_aspire/accountability/) , in accordance with the Brown Act, as applicable.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

The Aspire Board of Directors currently consists of a maximum of 8 regular members. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive and Compensation Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

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

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

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

***Step 1:*** Solicit nominations and compile names
***Step 2:*** Initial meeting with nominating Board member
***Step 3:*** Nominator reports back to the Board
***Step 4:*** Prospective member meets with CEO, other Board members and staff
***Step 5:*** Visit schools and attend Board meeting(s)
***Step 6:*** Final meeting with CEO or nominator
***Step 7:*** Board votes on prospective member

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.

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

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

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

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

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

**Aspire's leadership positions are below:**

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

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

- *Chief Operating Officer (COO)* – The COO is responsible for overseeing Aspire's Operations, People, Data & Assessment and Technology teams.
- *Chief Academic Officer (CAO) - The CAO is responsible for leading Aspire's instructional vision and program design.*

- *Chief Schools Officer (CSO) - The CSO is responsible for leading Aspire's four Area Superintendents, Student and Family Supports and Leadership Initiatives.*

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

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

- *Finance Committee*- To provide financial oversight for the organization. Responsibilities include:
- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization's bond covenants

-*Executive and Compensation Committee*[A1] - Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:
- Act with delegated limited approval authority of the Board (defined below) between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

-*Audit Committee* - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:
- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Form 990

-*Governance Committee* - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:
- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage now directors as active participants
- Plan for board leadership succession.
- Assess how the board, directors and committees
- Identify opportunities for the Board to keep abreast of

-*School Site Council*- responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. (see below for more details).

**Family and Community Involvement**

For Aspire board meetings, there is a live teleconference line and video broadcast available in a conference room at the LA, CV and MEM Regional Offices. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the board of directors sets and approve its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Board meetings are typically physically held at the principal office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606 and are subject to change. Regular Board meetings are typically held 5 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all school-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act. The Executive and Compensation Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

Their responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;

2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;

3. Student discipline matters requiring Board review;

4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;

5. Board of Directors and Executive Committee meeting minutes;

6. Quarterly financial statements;

7. CEO evaluation recommendation;

8. CEO and CFO compensation recommendation;

9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;

10. Organizational and routine compliance policies;

11. Local Control and Accountability Plans for each individual Aspire school;

12. Construction project budgets for any project less than $2M; and

13. Urgent matters that arise unexpectedly between board meetings

The governing board shall comply with all conflict of interest laws that pertain to public agencies including Government Code 1090 and the Political Reform Act. Please refer to Appendix XI, Conflict of Interest Code.

**School Site Council**

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

The School Site Council (SSC) can bring diverse ideas to the table, and help the school craft a shared plan for improvement. The most effective councils are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. Indeed, the SSC is an important part of our school's accountability to the students, families and community. The council is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the

development of The Charter School's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school. The council's composition is designed to create parity between school staff and non-school staff. As the leader of the school, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. He/she is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

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

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

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

**English Learner Advisory Council (ELAC)**

**What is the role of the ELAC?**
The role of the ELAC is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English learner community. Specifically the ELAC:
1. Advises on the development of services for English learners
2. Assists in the development of the school's needs assessment and efforts to make parents aware of the importance of regular school attendance.

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

**What is the composition of the ELAC?**
The ELAC membership must include parents of English learners (ELs), but may also include other duly elected family & community members. The percentage of parents of ELs who are elected must be at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC must be parents of ELs. The remaining 50% of the committee members can be the principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

**How are members elected to the ELAC?**
Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

**When should ELAC elections take place? What is the term of office?**
ELAC elections take place on even years. ELAC elections must be completed in the fall at the same time as School Site Council elections. The term of office is two years. If there are vacancies, schools may conduct elections at any time, or refer to the ELAC by-laws as how to fill the vacancies.

**Can elections be organized so that ELAC members' terms of office are staggered?**
Yes, this would provide for continuity and schools are encouraged to do this. As new members are elected to the committee, "experienced" members would serve as models. The committee could continue its important work without the interruption of beginning anew every two years.

**Must we elect an ELAC if there are parents of English Learners on the School Site Council?**
Yes, you must have an ELAC, the Lau Plan requires this committee unless they relinquish their responsibilities. (See next question.)

**Can the ELAC delegate their responsibilities to the SSC?**
After the ELAC has been trained on their responsibilities as a committee, it may relinquish their responsibilities of all tasks required, to the SSC for up to two years (EC 52870). In order to relinquish their responsibilities to the SSC, the members of the ELAC would have to vote to do so. Once this action is taken, then accepted and recorded in the minutes by the SSC, the SSC functions as the ELAC for all purposes required by law or regulations.

For The organizational chart that delineates the involvement of the School Site Council (SSC) and the English Learner Advisory Council (ELAC) in the school's governance structure please refer to Element 5.

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

According to EC 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

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

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.

2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.

3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.

4. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.

5. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.

6. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

8. In addition to mid-year and end of year surveys, the Charter School holds at least one annual Town Hall and two family information nights to obtain input on the education program and LCAP goals.

**Addressing Family Concerns and Complaints**

Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students and to working with families to address concerns and complaints. The suggested process is displayed on a poster in a prominent place in the School Office and includes the following:

Families are encouraged to first discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff. It is important that

concerns are expressed as soon as possible to allow early resolution at the lowest possible administrative level.

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

All contact information is available in the School Office. If an informal conference regarding a concern fails to reach an outcome which is satisfactory to the complainant, he/she may initiate the formal process by filing a written complaint. The form is available in the Parent Handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

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

**Element 5 - Employee Qualifications**

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's People Team along with the Director of Employee Services and the Controller, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including authorization requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.) or as authorized under Education Code §44258.3. The educational and skill level qualifications and job descriptions of teachers to be employed in The Charter School shall meet the educational goals as outlined in this charter.

**Chief Executive Officer**

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

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

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

**Los Angeles Area Superintendent**

Overall responsibility for "dual bottom line" (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools**.**
*Required knowledge, skills, and abilities:*

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

*Required educational level:*

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

*Required experience:*

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

**Principal Qualifications**

The Charter School's Principal will be the instructional leader at The Charter School and will be responsible for helping The Charter School and students achieve the outcomes outlined in this charter petition. Principal applicants are first screened by the Area Superintendent; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead teachers and other principals; if move on, participate in a panel interview with students, parents and community members that have a presence at the school site. A biography of The Charter School's Principal is attached in Appendix XIV. The Principal will have the following qualifications:

*Required knowledge, skills, and abilities:*

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

*Required educational level:*

- Bachelors degree
- Masters or Ph.D. in Education preferred

*Required experience:*

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

**Assistant Principal Qualifications**

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

Required knowledge, skills, and abilities:

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

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred

Required experience:

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

**Office Manager Qualifications**

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

*Required knowledge, skills, and abilities:*

- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to work independently as well as with a team

- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

*Required educational level:*

- A.A. degree or equivalent work experience

*Required experience:*

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

**Teacher Qualifications**

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

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

In addition, teachers of core, or college preparatory courses at each Aspire school will be required to hold a valid California authorization similar to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific authorization. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

**Teacher Hiring**

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for The Charter School.

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

**Other Jobs at the School**

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

**Building Manager Qualifications**

*Required knowledge, skills, and abilities:*

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

*Required educational level:*

- None

*Required Experience*

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

*Essential Duties and Responsibilities*

- Oversees and supports the Assistant Building Manager
- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Set up and clean dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.

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

**After School Educator Qualifications**

*Required knowledge, skills, and abilities:*

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

*Required educational level:*

- Associate's degree or 48 units of college credit

*Required Experience*

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

*Essential Duties and Responsibilities*

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
  - Effectively manages student classroom behavior to ensure all students are fully engaged in learning
  - Complies with all safety and other regulatory and/or funder requirements
- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
  - Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress

    - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
    - As needed, provides whole class, small group and individualized instruction to students
- Creates an environment of high expectations for learning, student behavior and staff professionalism
    - Fosters a program culture of high expectations that includes college preparation for all students
    - Collaborates with Aspire team members to shares best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
    - Supports regular communications with parents/families to engage them in the afterschool program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

**Counselor Qualifications**

*Required knowledge, skills, and abilities:*

- Demonstrated commitment to students and learning
- Experience with students in applicable grade level
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
    - Supervise MSW level interns/PPS Interns
    - Supervise additional MSW level employees pursuing their clinical licensure in CA

*Required educational level:*

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

*Required Experience*

- PPS Credential or Eligibility for PPS Credential

*Essential Duties and Responsibilities*

- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Aspire
- Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.
- Foster healthy families through community and school programming, including, but not limited to: parent education and community service
- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care
- Continually improve social work skills by seeking our constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

**Education Specialist Mild/Moderate Qualifications**

*Required knowledge, skills, and abilities:*

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

*Required educational level:*

- Current California Education Specialist (Mild/Moderate or Moderate/Severe) authorization required

- Bachelor's Degree required; Master's Degree preferred

*Required Experience*

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

*Essential Duties and Responsibilities*

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

**School Psychologist Qualifications**

*Required knowledge, skills, and abilities:*

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

*Required educational level:*

- Bachelor's degree; Master of Science in Psychology or Sociology
- Pupil Personnel Services Credential

*Required Experience*

- School Psychologist Intern also acceptable

*Essential Duties and Responsibilities*

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

**Education Technology Specialist Qualifications**

Essential Duties & Responsibilities

- Manages school-wide systems (logistical, behavior, incentives) for integrating technology, usually in a 1:1 environment
- Supports teacher's use of technology in the classroom by performing basic technology troubleshooting functions and coaching on use of technology as needed
- Manages school-wide computer fleet by serving as the point-person for inventory, set up, and act as a liaison with Aspire IT
- Supports software-based assessments, including managing an assessment schedule, administering the assessment, and supporting with makeup assessments.
- Collects and disseminates online learning data, and ensures that teachers and students are regularly aware of students' progress, and can target instruction to assist struggling students
- Conducts professional development with teachers on student data and technology programs and independently manages use of these programs
- Responsible for becoming an expert user of blended learning and other student technology programs; required to train new teachers in how to use the student-facing technology programs, and also provide recommendations for program improvement where
- Maintains school-wide culture of excellence around online learning, including practices such as school-wide awards, individual and class incentives, and ensuring that best practices around technology use are exhibited in all classes. Observes best practices

within school and in other schools to provide more context and feedback to teachers as needed.
- Communicates the proper use and purpose of technology tools and resources to parents and families, and informs these stakeholders of potential at-home resources.
- Monitors and tracks completion of student and family Acceptable Use Policies, and works with school staff to take action in the event of these policies being broken.
- Keeps track of developments in the education technology field in order to identify potential other tools that would beneficial to the school's mission and goals.
- Collaborates with Aspire team members to improve own and others' instructional practices; shares best practices
- Supports a school-wide culture of high expectations that includes college preparation for all students
- Actively participates in professional development activities related to technology, school culture, and/or instructional practices
- Demonstrates knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Required knowledge, skills & abilities:
- Strong facility with technology software and hardware.
- Ability to troubleshoot computer issues; inquisitive working style and desire to get to the root of technology issues
- Ability and willingness to reflect and improve
- Positive attitude and friendly demeanor with ability to build relationships with teachers, manage school-wide initiatives and implement best-practices
- Knowledge of child cognitive development and different learning styles
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community
- Comfortable with experimentation and trying new ideas; able to learn and adjust quickly

Minimum educational level:
- Bachelor's degree required

Experience required:
- At least 3+ years working with students as a teacher, teacher intern, or teaching assistant strongly

**Instructional Aid, SPED Qualifications**

Essential Duties & Responsibilities
- Assist Special Education teacher in supporting students with disabilities in the general education curriculum by creating the daily schedule
- Provide services, supports and interventions directly to students under guidance and daily supervision of Special Education teacher, to ensure students meet academic and behavioral goal, provide 1:1 support to student in classroom, explain instructions to students, model appropriate behavior, communicate regularly with classroom teacher.

- Help provide testing accommodations, (e.g., supervise student testing in a separate location or during an extended time, etc.)
- Assist student and classroom teacher to implement behavior plan
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Excellent written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community

Minimum educational level

- High school diploma
- Bachelor's Degree with major in Psychology, Education or Human Development preferred

Experience required

- 1+ year working with students in special education or students from urban communities in an educational setting

**Instructional Assistant Qualifications**

Essential Duties & Responsibilities

- Supports classroom systems/procedures and helps manage student behavior to ensure all students are fully engaged in learning
- Develops and implements lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines
- Assesses students regularly in accordance with Aspire guidelines and analyzes assessment data
- Collaborates with Aspire team members to improve own and others' instructional practices; shares best practices
- Helps classroom teacher(s) provide students and their families with regular and timely information on classroom activities and student progress
- May help track critical student information and maintain accurate student records, including attendance, in accordance with Aspire procedures
- Identifies unique student needs and collaborates with other team members and outside service providers to diagnoses and address learning challenges
- Assists with planning and executing differentiated instruction for students with a variety of needs, including small group or one-on-one instruction
- Teaches students in the after school program, especially intervention and acceleration for students below grade level

- Supports a school-wide culture of high expectations that includes college preparation for all students; works with College and Academic Counselor to support students with academic progress and college application processes
- Teaches or co-teaches Advisory class with the objective of developing students' character and habits
- Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
- Works towards career as an educator, which may include enrolling in teacher credential program
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Basic computer skills (MS Word, Web Navigation, etc.)
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

Minimum educational level:

- Bachelors degree

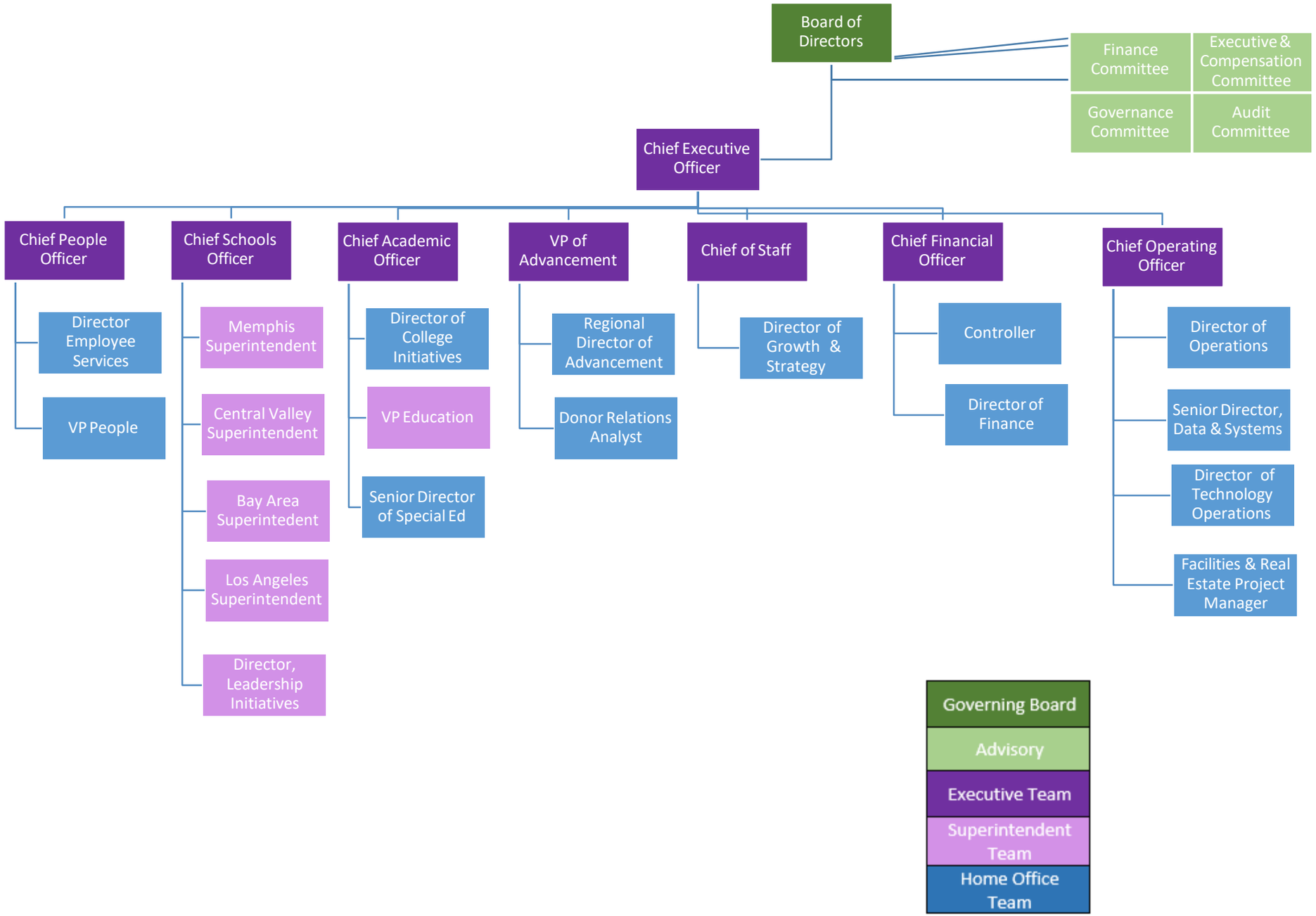
Experience required:

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

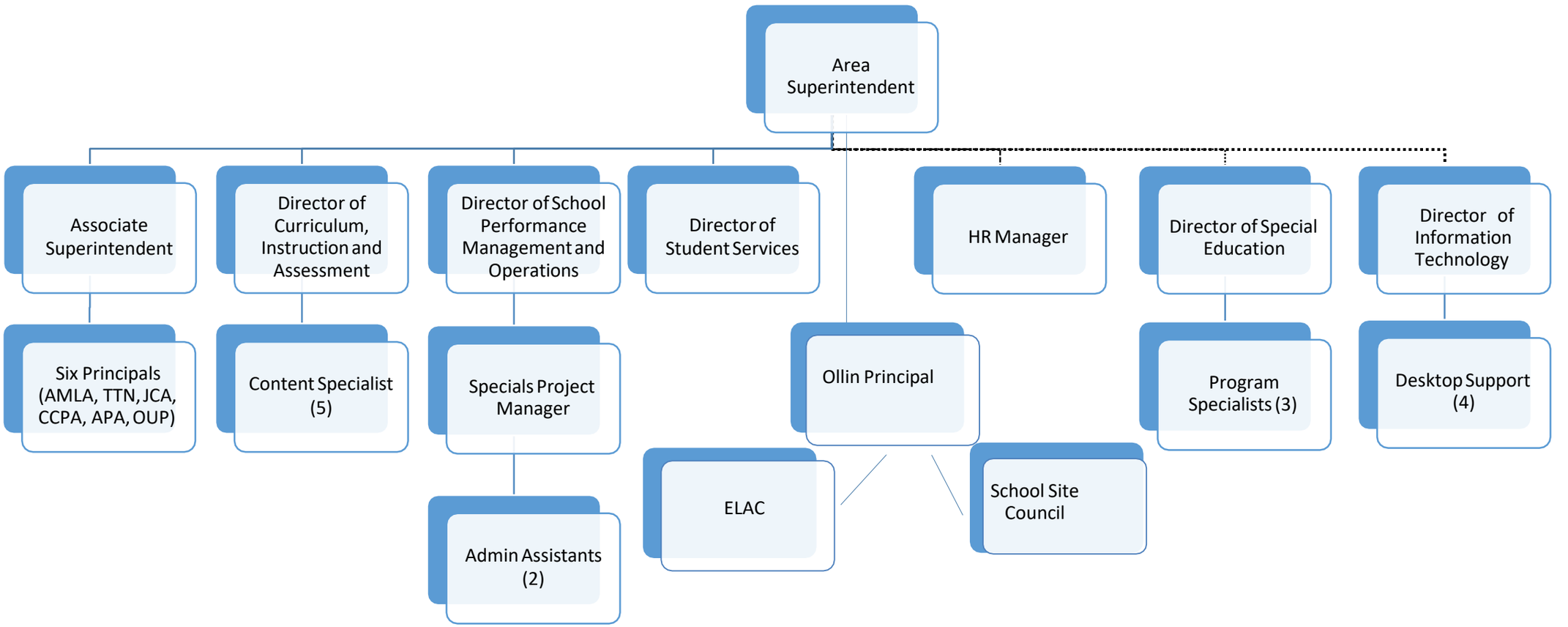
**Professional Development**

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

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


Board of Directors
Finance Committee
Executive & Compensation Committee
Governance Committee
Audit Committee
Chief Executive Officer
Chief People Officer
Director Employee Services
VP People
Chief Schools Officer
Memphis Superintendent
Central Valley Superintendent
Bay Area Superintedent
Los Angeles Superintendent
Director, Leadership Initiatives
Chief Academic Officer
Director of College Initiatives
VP Education
Senior Director of Special Ed
VP of Advancement
Regional Director of Advancement
Donor Relations Analyst
Chief of Staff
Director of Growth & Strategy
Chief Financial Officer
Controller
Director of Finance
Chief Operating Officer
Director of Operations
Senior Director, Data & Systems
Director of Technology Operations
Facilities & Real Estate Project Manager
Governing Board
Advisory
Executive Team
Superintendent Team
Home Office Team

# Los Angeles Region Organizational Chart




(Will support LARO staff)

## Assistant Prncipal:

- UC Course Management
- SPED 6-8
- 504
- ELD Instruction
- AP Testing
- ELAC
- Classified
- WASC/LACOE
- ASLF

## Principal:

- LCAP
- CBI HS
- SPED 9-12
- MFT Programs
- College Counselors
- RtI
- COI/Interims
- Instruction/PD
- Student Council
- SSC
- Classified
- ASLF
- CIF Program
- WASC/LACOE

## Case Manager 9-12:

- School Culture
- ERT
- Restorative Practice
- IEP 9-12
- SST 9-12
- 11th SBAC
- Pre-ACT/ACT
- RTI
- ELPAC

## Case Manager 6-8:

- ELPAC
- School Culture
- ERT
- Restorative Practices
- IEP 6-8
- SST 6-8
- STAR-Ren
- RTI
- MS SBAC

## After School Program Director:

- SPED IA/BII
- ASP
- Instructional Aids

## Business Manager:

- Subs
- IT
- LACOE
- Attendance
- Front Office
- Facilities
- Finance

| Joel Ramirez: Principal | | | | Kieu Nguyen: Assistant Principal | | | Erica Aguilar: Business Manager | | Karla Herrera-Lovos: ASP Director |
|---|---|---|---|---|---|---|---|---|---|
| Social Emotional Counselors | College Counselors | Case Managers | Sports Program | SPED | Student/Family Services | Campus Monitors | Front Office | Facilities | ASP/IAs |
| Maricela Mercado | Gerardo Acosta: O-Z & College Summit | Omar Gonzalez: 9-12 | Keith Drucker: Interim Athletic Director | Ashley Cardenas | Lorena Gonzalez: Student Council | Salvador Chavoya-75% | Maria Garcia: Office Assistant-Finance | Ernesto Garcia: Building Manager | Brenda Perales: Assistant ASP Director/ 9th ENG & ECHS |
| Denise Pineda | Laura Padilla: G-O & College Summit | Blanca Gonzalez: 6-8 | Salvador Chavoya: Male Sports Coach-25% | Nicole Henderson | | Hector Lopez | Teresa Rodriguez: Office Assistant-Attendance | Gabby Sanchez: Cafeteria Manager | Noel Lozano: 6-8 HUM |
| Brigette (INTERN) | Yasmin Gonzalez: A-G & College Summit | | | Tatiana Villareal | | Omar Hernandez | | Betty Arredondo: Cafeteria Assistant | Christina Morris: 12th HUM |
| | | | | Ana De La Torre | | | | Hermelinda Fileto: Custodian | Christopher Castillo: 10th HUM |
| | | | | Laura Roman | | | | Erik Vides: Custodian | Andres De La Torre: INT Math 1/ALG 2/Stats/Pre-Calc |
| | | | | | | | | | Daniela Espinoza: 11th HUM |
| | | | | | | | | | Joel Thomas: BII |
| | | | | | | | | | Janie McQueen: BII |
| | | | | | | | | | VACANCY: BII |
| | | | | | | | | | Jennifer Tovar: BII |
| | | | | | | | | | Lawrence Sanders: SpEd IA |
| | | | | | | | | | Alisia Campos: BII |

| EDUCATOR STAFF | | | | | | |
|---|---|---|---|---|---|---|
| 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| HUM & ELD: Deanna Price | HUM: Keith Drucker | HUM & ELD: Berenice Solis | ENG 1/ECHS: Thomas Skahill | HUM-ENG 2/WLD HST: Sandra Caballero | AP HUM-ENG 3/APUSH: Angelica Garcia | AP HUM-AP ENG LNG & CMP/GOV/ECON:Tim Gomez & RESIDENT, Isabella Camfield |
| STEAM & Investigations: Ricardo Campos-Sanchez & RESIDENT, Noel Tenorio | STEAM & Investigations: Marlene Singh | STEAM & Investigations: Jasmine Colato & RESIDENT, Jackelyn Franco | INT MATH 1 & LAB: Maria Cambero | INT MATH 2 & ACAD ELD: Lara Heisser | ALGEBRA 2: Iris Martin del Campo | STATS/PRE-CALC: Leslie Barreda |
| PE: Christopher Chavez | PE: Christopher Chavez | PE: Christopher Chavez | PHYSICS: Fernando Torres | CHEMISTRY: Alexandra Mora | ANAT/PHYS & AP BIO: Alejandra Massie | |
| TINKER LAB: Lexi Martinez-Rivera | TINKER LAB: Lexi Martinez-Rivera | TINKER LAB: Lexi Martinez-Rivera | SPANISH 1: Samantha Cepeda | SPANISH 2: Juan Galindo | AP SPAN LANG & CULT: Samantha Cepeda & Juan Galindo | |
| SPED HUM: Ashley Cardenas | SPED HUM: Ashley Cardenas | SPED HUM: Ashley Cardenas | SPED ELA 1/ECHS: Ana De La Torre | SPED HUM 2: Ana De La Torre | SPED AP HUM: Ana De La Torre | AP SPAN LIT & CULT: Juan Galindo |
| SPED STEAM: Nicole Henderson | SPED STEAM: Nicole Henderson | SPED STEAM: Nicole Henderson | SPED INT 1/LAB: Tatiana Villarreal | SPED INT 2: Tatiana Villareal | SPED ALG 2: Tatiana Villareal | AP STUD ART 2D: Billy Vasquez |
| | | | ACADEMIC ELD: Lara Heisser | ART 1/1st YEAR: Billy Vasquez | DRAMA: Juan Parada | AP ENV SCIENCE: Alexandra Mora |
| | | | CBI: Laura Roman | | | DRAMA: Juan Parada |

| Aspire Support | YPI | TM |
|---|---|---|
| Lizzette Olmos: Psychologist | Cindy Aguilar: Director | Tish Lara |
| Cristabel Palomarez: DIS Counselor | | |
| Judy Nelson: Speech & Language Pathologist | | |
| Stephanie Howard: Speech/Language Pathology Assistant | | |

**Element 6 - Health and Safety Procedures**

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

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

**Blood borne Pathogens**

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

**Procedures for Background Checks**

Employees, volunteers, and contractors of The Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice

for the purpose of obtaining a criminal record summary. Aspire's Human Resources department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

**Role of Staff as Mandated Child Abuse Reporters**

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

**Tuberculosis Testing**

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

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

**Immunizations**

All of The Charter School's students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

**Medication in School**

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

**Vision, Hearing, and Scoliosis**

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

**DIABETES**

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

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).
Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon the authorizer's request.

**Feminine Hygiene Products**

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

**Emergency Preparedness**

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

**Drug Free/Alcohol Free/Smoke Free Environment**

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

**Asbestos**

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

**Facility Safety**

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

**Comprehensive Sexual Harassment Policies and procedures**

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

**SUICIDE PREVENTION POLICY**

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215 and to California Bill 2246.

**Element 7 - Means to Achieve Racial & Ethnic Balance**

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

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

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

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

**Plan to Achieve a Reflective Racial and Ethnic Balance**

The goal of our plan is to bring the applicant pool to be more reflective of the District, in attempt to bring more balance to the school's population, in terms of its racial and ethnic makeup.

Ollin believes in a diverse student body, and will work to ensure students from diverse backgrounds have access to our academic program. The school will conduct an annual diversity needs assessment. Various types of data will be collected to identify the school's student population, including students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, and English learners (ELs). Key stakeholders will be identified

to participate as part of the data collection team including school-site personnel, regional leaders, and community members. Data will be collected through community meetings, surveys, focus groups, and community-wide dialogue. The team will analyze the data collected and identify needs, gaps in diversity and strengths of the current student population. Once the data is analyzed, the team will create diversity goals. Based on the established diversity goals the school will create a strategy such as, but not limit to, social media marketing, printed ads in targeted areas, and distribution of other promotional material. The team will also create a monitoring system to measure success and make changes as necessary to achieve the goals of increasing student diversity. The results from the initial needs assessment will be communicated to the Aspire Board of Directors, including the steps the school will take based on the needs assessment, and a description of the monitoring system the school has established. The Aspire Board of Directors will receive a yearly student diversity update thereafter based on the established monitoring system.

**Benchmarks**

The Charter School will create Benchmarks for measuring the applicant pool.

| Objective | Metric | Completion Date |
|---|---|---|
| 1. Determine the ethnic diversity of the Charter School for each school year. | Collect data and organize for review | By the first of the month for the first five months of the school year |
| 2. Address all efforts with particular attention and priority to academically low-achieving and economically disadvantaged students. | Collect data and organize for review | By December 1 of the school year |
| 3. Research the latest available data on ethnic diversity for the District. | Collection of this data and create a comparison table | By November 1 of the school year |
| 4. Aspire Board reviews the data in order to approve the forthcoming outreach strategy | Inclusion in a board meeting agenda and discussion topic | By December 1 of the school year |

**Outreach**

The Charter School will follow the plan for outreach/recruitment during Open Enrollment.

| Objective | Metric | Completion Date |
|---|---|---|
| 1. Aspire's Board may review and provide into the outreach plan as well as any budget associated with the efforts | Charter School receives board approval on outreach plan and budget allocations | By January 15 of the new calendar year |
| 2. Determine a list the community groups and entities to involve in outreach efforts. | Hold 3-5 meetings prior to the start of the new calendar year with these groups, in order to review plans for outreach | By January 1 of the new calendar year |
| 3. Ensure that all marketing, outreach, written communications, and meetings are held in both Spanish and English. | Identify a competent translator for all materials and activities | By December 1 of the new calendar school year |
| 4. Market and distribute brochures targeted toward diverse populations. | Create brochures and vet them with key parents, staff, and home office personnel. | By January 15 of each calendar year |
| 5. Enlist the help of local businesses in the distribution of flyers and posters that advertise and recruit students. | Identify 25 well known businesses to display and/or distribute information; contact each of them personally and arrange for posting. | By February 15 of the new calendar year. |
| 6. Hold an Open House Informational meeting on campus | Schedule and plan a meeting at the school, hosted by the principal, as well as key parents and teachers | By February 1 of the new calendar year |
| 7. Expand the outreach of information and important deadlines to local newspapers and media, as well as fairs and community events | Advertise in at least two media sources and provide a presence at 2-3 community events | By February 1 of the new calendar |
| 8. Provide opportunity to expand or modify efforts based upon response to Open Enrollment registration | Analyze the registration forms including available ethnic information halfway through the Open Enrollment period | By February 2o of the new calendar year |

**Element 8 - Admission Requirements**

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

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

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

The Aspire application process is comprised of the following:

- Completion of a Student Interest Form for each child who is interested in attending The Charter School

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

1. Siblings of students already admitted to the Charter School
2. Founding Families (not to exceed 10%) and children of Aspire Regular employees (not to exceed 10%)
3. Children residing within the District
4. All other students who reside in the state of California

The LA Area Superintendent or designee will be in attendance at the lottery, and the authorizer will be invited to observe the lottery drawing, which is also open to the public. All names will be drawn randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist. At the conclusion of the public random drawing, students who were accepted will be notified by the Charter School Office/Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings

become available, the Office/Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system.

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

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

**Founding Parents/Founder Family Preference**

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

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

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

**Planned Application, Public Random Drawing, and Admission Schedule**

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

| | |
|---|---|
| **December – January** | Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms. |
| **January - March** | Send re-enrollment forms to existing students |

| | |
|---|---|
| | to identify open seats. Public random drawing conducted (if necessary). |
| **March - May** | Waitlist letters distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing. |

**Element 9 - Annual Financial Audits**

*"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(b)(5)(I).) *Financial reporting to charter agency would be carried out in pursuant to EC 47604.33*.

The Chief Financial Officer is ultimately responsible for contracting and overseeing the independent audit. The independent audit is conducted annually by a certified public accountant selected by the Audit Committee of the Board from a list of auditors approved by the State controller and included within the State Controller's list of educational auditors. Annual audited financial statements shall be provided to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year.
Aspire will resolve audit exceptions and deficiencies, if any, promptly and in a timely fashion. Once any audit exception or deficiency is identified, the Accounting team will address with key stakeholders and School Leaders to both communicate and establish an action plan to resolve. The action plan will be reviewed and approved by the Chief Financial Officer prior to the Audit Committee date to approve the audited financial statements. Any audit exceptions and deficiencies, together with the specific terms and timeline of the actions planned or taken to correct a problem where necessary, will be discussed and reviewed with the Audit Committee prior to the audited financial statements for the year being approved by December 15 of each year. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely matter thereafter. For any audit exceptions and deficiencies, Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

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

**Financial Statements**

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

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

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

**Element 10 - Suspension and Expulsion Procedures**

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

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

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

The Charter School will facilitate placement of expelled students by communicating with the authorizer as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

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

**Discipline Foundation Policy**

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

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

The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and

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

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

**Positive Behavior Support Systems**

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

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

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

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

**Social-Emotional Learning (SEL)**

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire implemented an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

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

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions

- Setting and achieving positive goals

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

| |
|---|
| • Parent Conference<br>• Personal Reflection<br>• Detention<br>• School and/or community service<br>• Adult-Student Relationship Building through specifically planned activities(Ex. Hiking)<br>• Behavior Daily Reports<br>• Mentoring<br>• Counseling<br>• Peer Mediations<br>• In-School Alternatives<br>• Restorative conversations, circles and conferences |

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

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

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

- Provides professional development and individualized coaching to Deans of Students, APs of Culture and other staff around areas related to student behavior and discipline, including, but not limited to:
    - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
    - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.

- Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.

- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
  - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - Professional development opportunities for mental health counselors
  - Coordination of crisis response protocols and regional response teams

- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.

- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
  - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
  - Links to authorizer support resources around discipline and behavior interventions
  - Family resource referrals for outside agencies and supports

- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
  - The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
  - The RM/RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
- Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

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

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

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to

provide data on how well interventions are working for both individual students and the Charter School as a whole.

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

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

**Suspension**

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

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

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

**Authority to Suspend**

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

**Jurisdiction**

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

a) while on school grounds;
b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school sponsored activity.

A student may be suspended or expelled for prohibited misconduct if the act is:
a) related to an Aspire school activity;
b) occurs at the school of attendance or any Aspire school; or
c) occurs at an Aspire sponsored event.

**Suspension Alternatives**
For any student subject to discipline under this section, the school site principal may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior. Ollin promotes alternatives so that suspension be imposed only when other means of correction are documented and implemented but fail to bring about proper conduct. These alternatives include, but are not limited to: family conferencing, Student Success Team planning, referring for assessment, referring to skill building groups to teach prosocial behavior, creating positive behavior support plans with tiered interventions, utilizing logical consequences, involving student in school community service [Education Code 48900.6], and/or engaging in restorative practices.

**Prior to Suspension**
The school principal or admin designee may suspend a student from school for any of the reasons enumerated below for no more than five consecutive schooldays. Suspension shall be preceded by an informal conference conducted by the principal or admin designee between the student and, whenever practicable, the school staff member who referred the student for discipline. Every reasonable effort will also be made to contact the student's parent/guardian to engage in this suspension conference. At this conference, the student and their parent/guardian shall be informed of the reason for any disciplinary action and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. If, after discussion of the incident and any factors that impact same, the school principal or admin designee determines suspension is in order, the parent/guardian shall be provided a written notice of this discipline action. Additionally, the parent/guardian will be provided as part of the written suspension notice the family's right to appeal along with the due process steps to follow if appealing the suspension.

**<u>Grounds for Suspension</u>**

**Enumerated Offenses:**

***Discretionary Suspension Offenses -***

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense, or caused serious physical injury to another person, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had

written permission to reasonably possess the item from the principal or the administrator designee.

3. Unlawfully possessed, used, sold, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include: (A) The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (B) The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (i.e., includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. 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.
14. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying. For purposes of this section, the following terms mean: (A) "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats

or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following: (I) Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property. (II) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health. (III) Causing a reasonable student to experience substantial interference with their academic performance. (IV) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school. (B) "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following: (I) A message, text, sound, or image. (II) A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph (A) and including, but not limited to: (a) Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above). (b) Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated). (c) Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).

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

***Discretionary Suspension Offenses***

***applying only to students in any of grades 4 to 12 inclusive -***

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

1. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
2. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

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

***Mandatory Suspension Offenses -***

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

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

**Procedures in Cases Requiring Suspension**

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

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

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

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

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

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

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

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

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

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

**Appeals Process**

**Suspension Appeals Process**

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

1. Students, parents or guardians may submit an appeal in writing within five (5) school days of the suspension, and the appeal should be directed to the Regional Director of Student Services (RDSS). The RDSS will attempt to resolve the appeal with a written response within ten (10) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:
2. 
    a. Uphold the suspension
    b. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed. Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

3. After appeal at the regional level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee for resolution with a written response within fifteen (15) school days.
4. After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response with 20 school days.
5. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

**Expulsion**

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

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

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

**Authority to Expel**

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

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

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

If a student has met all terms, the student's application for readmission is reviewed by the board for approval. If approved, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition.

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

**Grounds for Expulsion**

**Enumerated Offenses:**

***Discretionary Expulsion Offenses -***

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the principal or the administrator designee.
3. Unlawfully possessed, used, sold, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (i.e., includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. 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.
14. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying. For purposes of this section, the following terms mean: (A) "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following: (I) Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property. (II) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health. (III) Causing a reasonable student to experience substantial interference with their academic performance. (IV) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school. (B) "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following: (I) A message, text, sound, or image. (II) A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph (A) and including, but not limited to: (a) Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above). (b) Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated). (c) Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
18. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

***Discretionary Expulsion Offenses***

***applying only to students in any of grades 4 to 12 inclusive -***

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

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

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

***Limited Discretion Expulsion Offenses – Must Recommend Expulsion (i.e., Refer for Expulsion Hearing before the Aspire Administrative Panel) -***

Unless the administrator determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, students shall be recommended for expulsion for any of the following incidents that occur on school campus or at a school activity off campus:

1. Causing serious physical injury to another person, except in self-defense. Ed Code §48915(a)(1)(A).
2. Possession of any knife or other dangerous object of no reasonable use to the student. Ed Code §48915(a)(1)(B).
3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code. Exceptions to this section include: (A) The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (B) The possession of medication prescribed for the student by

a physician or over-the-counter medication for use by the student as needed. Ed Code §48915(a)(1)(C).

4. Robbery or extortion. Ed Code §48915(a)(1)(D).
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Ed Code §48915(a)(1)(E).
6. **Note:** in the event the administrator determines that an alternative means of correction would address the misconduct, a multidisciplinary team meeting shall be held with the parent / guardian and student if age appropriate. The alternative means of correction (i.e., any interventions, supports, services, logical consequences, restrictions recommended as appropriate) shall be documented via an "In Lieu of Expulsion" form.

***Findings Needed for Expulsion Under Discretionary as well as Limited Discretion -***

A decision to expel a student for any of those acts above as listed under all Discretionary Expulsion Offenses and Limited Discretion Expulsion Offenses requires two findings of fact. The offense must be proven to have occurred as a first finding. Additionally, a second finding of fact must be shown and shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

***Mandatory Expulsion Offenses -***

Students shall be expelled for any of the following incidents that occur on school campus or at a school activity off campus:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

***Findings Needed for Expulsion under Mandatory Expulsion Offenses -***

A decision to expel a student for any of those acts above as listed under Mandatory Expulsion Offenses requires only one finding of fact. The offense must be proven to have occurred. A

second finding of fact as a first finding. Given the nature of the offenses under Ed Code §48915(c), a second finding of fact is not required.

Expulsion of Students with Disabilities:

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

Notification of District of Residence

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

Services Pending a Recommendation for Expulsion

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

Due Process Appeals

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

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

Special Circumstances

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

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

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

<u>After the student's removal, the LEA shall conduct a Manifestation Determination meeting.</u>

<u>Procedures for Students Not Yet Eligible for Special Education Services</u>

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

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

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

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

If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Aspire school did not have a basis of knowledge for the disability, Aspire Public Schools shall conduct an expedited special education evaluation.The Aspire school may put the disciplinary proceeding on hold

pending the outcome of the evaluation. Upon completion of the evaluation, an IEP team will meet to determine eligibility. If the student is found eligible for special education, a manifestation determination meeting shall be conducted to determine whether the incident that occurred was a manifestation of the student's identified disability.

**Element 11 - Employee Retirement System**

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

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

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

**Element 12 - Pupil School Attendance Alternatives**

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

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

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

**Element 13 - Rights of District Employees**

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

**Element 14 - Mandatory Dispute Resolution**

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

The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

(a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
(b) Failed to meet or pursue any of the pupil outcomes identified in the charter.
(c )Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
(d) Violated any provision of law.

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

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

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

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

Director
Charter School Division
Los Angeles County Office of Education
9300 Imperial Hwy
Downey, CA 90242

Director/Principal
Aspire Ollin University Preparatory Academy
2540 East 58th St.
Huntington Park, CA 90255

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

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

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

## Element 15 - Charter School Closure Procedures

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

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

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

**Documentation of Closure Action**

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

**Notification to the California Department of Education**

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

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

**Notification to Parents and Students**

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

The Board will ensure that the notification to the parents and students of The Charter Schools of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the charter.

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

**Notification to Receiving Districts**

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

**Student and School Records Retention and Transfer**

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

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

**Financial Close-Out**

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

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

**Dissolution of Assets**

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

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

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

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

## CHARTER RELATED ISSUES

### Term of Charter Petition

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

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

The Charter School's renewed charter shall begin on July 1, 2019 and will expire on June 30, 2024.

### Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by Aspire and the District. Aspire and the District agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

## DISTRICT IMPACT STATEMENT

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of The Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.
- California Education Code Section 47605(g)
Facilities
The Charter School intends to continue operating at its current location at 2540 East 58th Street, Huntington Park, CA 90255

### Administrative Services

Aspire has an experienced administrative staff that handles a variety of "back office" services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative

services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District.

**Potential Civil Liability Effects**

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

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

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

# I.5
# Resumes for petitioner(s) and members of the Board of Directors

**STEFAN BEAN**
6191 Amy Ave, Garden Grove, CA 92845
PH: 562-243-2277, Email: jsbean@twc.com

## *EDUCATION*

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|---|---|
| **Ed.D. California** State University, Fullerton | In progress |
| **Tier 2 Admin Credential**, California State University, Dominguez Hills | 2014 |
| **Masters of Administration**, Loyola Marymount University | 2009 |
| **Tier 1 Administrative Credential**, Loyola Marymount University | 2009 |
| **Multiple Subject Teaching Credential**, California State University, Fresno | 2000 |
| **B.S. Business Administration**, *Cum Laude*, University of Southern California | 1993 |

## *EXPERIENCE*

**Area Superintendent, Los Angeles Aspire Public Schools** **Aug 2018 – Present**

- Oversee eleven school sites, with ultimate responsibility for academic, fiscal and operational performance.
- Develop and lead Principals and regional leaders, in their roles as instructional leaders and site/regional directors/managers.
- Ensure high quality implementation of Aspire education design, including standards, assessments, instructional guidelines, and culture; assist in refining the Aspire education design to improve student achievement.

**Associate Superintendent, Los Angeles Aspire Public Schools** **May 2016 – Aug 2018**

- Supervise six principals and their schools. Increased SBAC by 5%.
- Responsible for all eleven schools in the area of performance and management.
- Supervise Director of Operations.
- Supervise Director of Curriculum Instruction and Assessment, Secondary.
- Monitor and oversee the writing of all schools' LCAPs.
- Supervise the implementation of ELD, SSC and ELAC programs at all schools.

**Lead Principal, Aspire Gateway Academy, Aspire Public Schools** **May 2010 – April 2016**

- Supervised two other principals and their schools.
- Doubled SBAC ELA and Math results in year two and were highest among neighborhood schools. SBAC similar schools ranking stayed at 10/10
- Certified as an evaluator for teacher effectiveness under The College Ready Promise.
- Spearheaded the start-up of the first Aspire school in South Gate servicing 420 students.
- Supervised and evaluated over 50 teachers and support staff.
- Developed and led professional development of staff in areas of technology, reading, math and writing.
- Implemented Blended Learning as a bridge to CCSS.

**Trainer & Education Consultant** **9/2009 – 4/ 2010**

- Provided comprehensive and in depth professional development programs in technology, reading, math and writing at schools, districts and national conferences.

- Clients included Aspire Public Schools, Cornerstone Charter, Palmdale Unified School District, Newberry Springs Elementary School District

**Principal, Cornerstone Charter School, LAUSD** **7/ 2005 –8/ 2009**

- Implemented Bernhardt's continuous improvement process model for teacher evaluation and student achievement analysis.
- Maintained an ADA (Average Daily Attendance) above the District Average at 95%.
- Supervised 15 teachers and 5 classified staff
- Increased API by an average of 25 points a year.

**Trainer & Education Consultant, Success For All, Inc.** **August 2002 – June 2005**

- Provided comprehensive and in depth professional development programs in technology, reading, math and writing at schools, districts and national conferences.
- Consulted over 40 schools and 10 districts throughout California, Nevada, and Arizona.
- Trained schools in an online Student Database and Assessment System.

**Teacher, Starr King Elementary School, Long Beach Unified** **July. 2000 – June 2002**

- Increase of 25% vs. previous year on SAT9 and CST scores.

***PROFESSIONAL DEVELOPMENT HIGHLIGHTS***

- Certified College Ready Promise Teacher Effectiveness Evaluator.
- Trained in New Leaders.
- Trained in Calkins Readers and Writer's Workshop.
- Trained in CCSS ELA/Math, Common Core Institute.
- Trained in The National Equity Project.
- Trainer of Growth Mindset by Carol Dweck and GRIT by Angela Duckworth.

***SKILLS***

**Data Analysis**. Experienced with Panero's strategic inquiry model. Familiar with IBM SPSS statistics software and DataQuest®. Implemented Bernhardt's continuous improvement model.
**Systems Implementation** – Experienced in Garmston's Adaptive School, Bernhardt's Professional Learning Communities, and Panero's Strategic Inquiry models
**Web & Internet Based Platforms:** Experienced in Google® document applications, Qualtrics ® survey platform, Prezio ®, social media platforms, and Internet concepts.
**Leadership** – Currently serve on the board of Center for Educational Rights and on the board for Bethany Church. Served on School Board for Ways Academy for Young Scientist (W.A.Y.S. Charter School), Member of Pi Kappa Alpha Greater Los Angeles Alumni Chapter, West Side Story, Drake Park

***REFERENCES***

Dr. Roberta Benjamin, Former Area Superintendent, Aspire Public Schools, (310) 256-1196, rbenedwards@gmail.com

Kate Ford, Area Superintendent, Aspire Public Schools, (323) 559-3339 kate.ford@aspirepublicschools.org

Dan Snowberger, Superintendent, Durango Schools (Former CAO, Cornerstone Academy), 970-375-3819, dsnowberger@durangoschools.org

**Other references available upon request**

# Joaquín Nava Torres

298 Bonview Street
San Francisco, CA 94110
917.225.7770
jtorres94110@gmail.com


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## Experience

**Deputy Director/Invest in Neighborhoods:** Office of Economic and Workforce Development, November 2012 – Present.

- Oversee and manage neighborhood economic development $8 million budget and team responsible for design, development, and implementation of:
    - *Invest in Neighborhoods*, a mayoral neighborhood commercial corridor initiative to address specific neighborhood needs and leverage City resources across city departments to maximize positive economic and social impact in low - moderate income neighborhoods and throughout San Francisco's commercial corridors;
    - *Community Benefit District and Business Improvement District* program to further community district revitalization and economic development in select San Francisco areas;
    - *Jobs Squad*, a citywide two person team responsible for direct small business engagement, corridor inventory, and streamlining access to city program services that assist small businesses.
- Oversee senior project management team responsible for program and product design and implementation, request for proposal process, grant negotiations, program monitoring and evaluation, technical assistance and capacity building, and small business lending.
- Develop and strengthen relationships with key stakeholders including members of the Board of Supervisors, Commissioners, business leaders, small businesses owners, residents, non-profit leaders, and other elected officials.
- Support critical department functions including Communications, Finance, and Human Resources.

**President:** San Francisco Housing Authority Commission, February 2013 – Present.

- Preside over seven member commission responsible for governance of the San Francisco Housing Authority and a $210 million budget related to HOPE VI, Housing Choice Voucher and Housing Assistance Payment subsidy administration, oversight of financial and operational policy recommendations, changes, and implementation across the San Francisco Housing Authority portfolio, in coordination with newly established Diversity and Finance and Personnel Committees and in alignment with a mayoral directed public housing re-envisioning process to ensure the long term financial and operational stability of the authority and to strengthen compliance with the United States Department of Housing and Urban Development's operational and financial criteria;

**Director, Mayor's Office of Neighborhood Services:** Office of Mayor Edwin M. Lee, San Francisco, CA, March 2011 – October 2012.

- Directed and managed citywide district and constituent issues across City departments, including launch of community engagement series - relating to economic development, public works, education, public safety, cultural development, education, and community building - to ensure constituent access to and education of robust City services; coordinating joint civic and constituent issue engagement efforts between Mayor's Office and Board of Supervisors, including joint budget town halls, community building events throughout San Francisco neighborhoods;

- Organizing, directing, and fundraising to produce the Mayor's Heritage Month Celebration and Awards Ceremonies enlisting corporate, municipal and community support to recognize innovative and emerging leaders throughout San Francisco's diverse communities; directing budget and communications surrounding the event;

**Mayor's Liaison to the Latino Community:** Office of Mayor Gavin Newsom, San Francisco, CA, December 2009 – February 2011.

- Managing district and constituent issues - relating to economic development, public works, education, public safety, cultural development, education, and community building - to ensure constituent access to and education of robust City services and coordinating joint civic engagement efforts between Mayor's Office and Board of Supervisors;
- Serving on Mayor's Boycott Arizona Work Group: facilitated conversations with immigration policy stakeholders city, state, and nationwide as government agencies pursued effective steps to voice dissent over Arizona Senate Bill 1070;
- Managing, coordinating, and training intern staff to support community outreach and case management, draft briefs, and to assist with administrative operations;
- Organizing, directing, and fundraising to produce the Mayor's Latino Heritage Month Celebration and Awards Ceremony enlisting corporate, municipal and community support to recognize innovative and emerging Latino leaders in San Francisco; managed budget and communications surrounding the event;
- Established inaugural Mayor's *Yo Soy El Futuro* Scholarship available to graduating low-income Latino San Francisco Unified School District high school students.

**Field Organizer**: Newsom for California Committee – Governor 2010, October 2009.

- Responsible for volunteer coordination, recruitment, and training;
- Expanding new phone bank sites into the East and South Bay;
- East Bay and San Joaquin Region Newsom Neighborhood House Party management;
- Coordinating statewide college and university student minority organization outreach.

**Actor**: New York and Nationally Recognized Regional Theatres: June 2002 – Present.

- Originated and interpreted roles in both the classical and contemporary repertoire co-starring with Golden Globe winners Stacy Keach and Stanley Tucci, Oscar winner Kevin Kline, Oscar nominee David Strathairn, Tony award winning directors Robert Falls, James Lapine, and Bartlett Sher, Tony nominee and Pulitzer Prize Finalist Anna Deavere-Smith and Pulitzer Prize Finalists for Drama: Sarah Ruhl and Quiara Alegria Hudes .

**Actor, Organizer, Editor**: Brooklyn at Eye Level, November-December: 2008.

- Managed, organized, and performed diverse group of interviews with everyday New York citizens, labor leaders, real estate lawyers, developers, community activists, and architects to develop and create a live theatrical symposium on the effects of corporate land development within the Brooklyn community, and highlight the importance of community and civic engagement in relation to racial, educational, and socio-economic issues.

**Teacher/Advisor**: Cambridge Rindge and Latin School, MA: June 2003.

- Facilitated, advised, and directed high school students from low and middle income families in the creation of a theatrical documentary focusing on the conflicts, deficiencies, and successes within the Massachusetts educational system, highlighting the issues of early drop-out rates, budget cuts, and their relationship to the struggles of family life.

**Research Associate**: Vanity Fair Magazine, January 1998-December 1999.

- Responsible for organizing and researching the thinkers, owners, innovators, and buyers in the field of politics, entertainment, media, technology, and fashion, to create the provocative and nationally recognized, "New Establishment List."
- Directed intern collaboration with special projects, as needed.

**Volunteer**: Newsom for California – Lieutenant Governor 2010

- Assisted political, field, and communications directors as needed with press releases, press conferences, event support and organization, including 2010 CA State Democratic Convention.

**Volunteer/Member**: 52nd Street Project, June 2003-June 2009.

- Performing, writing and tutoring for a not-for-profit organization that matches at-risk children in New York City's Hell's Kitchen with professional theatre artists to create new theatre.

Christian Help in Park Slope (C.H.I.P.S.), December 2008.

- Assisted senior staff volunteers in management food donations and serving meals during the holidays for the homeless community of Park Slope, Brooklyn.

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**Education**: Stanford University, B.A., Department of English, 1997
New York University, M.A., Tisch School of the Arts, 2002

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# WARREN FELSON

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Canadian Citizen
US Permanent Resident
warren.felson@argosypartners.co.uk

## Employment

Since 2000 **Private Investor.** Manage own family office including public and private investments.

**ROCKPORT CAPITAL LIMITED** London, England

1993-1999 **Principal.** Set up and ran long/sort U.S. equities hedge fund based on proprietary computerised trading program using stocks and index futures. Began, then oversaw on-going research program. Developed trading, execution and rebalancing strategies. Designed and implemented portfolio monitoring and accounting systems.

**CODELCO, CHILE** Santiago, Chile

1996-2001 **Consultant**. Hired as industry expert to work with Ernst & Young and UK and New York lawyers during investigation of $164m copper futures loss. Advised on organisation and analysis of 40,000 trades, interpretation of results and potential recovery of losses.

**GERALD METALS S.A.** Lausanne, Switzerland

1990-1991 **President.** Managed 45-person company engaged in international trading of aluminium and aluminium products, refined copper and copper, lead and zinc raw materials.

**DREXEL BURNHAM LAMBERT LIMITED** London, England

1986-1990 **Managing Director.** Managed Drexel Burnham's London Metal Exchange broker-dealer business. Reorganised group, greatly expanded customer base, implemented more intelligent market making and started what became the dominant LME options unit. Turned loss-making business around to successive record profits in 1988 and 1989.

**METAL TRADERS, INC.** New York, New York

1979-1986 **President** (1985-6). **Senior Vice President** (1982-5). **Vice President** (1979-82). Started up and managed global copper and aluminium departments which accounted for half of company profits. Initiated financial futures trading.

Prior Copper trader at Gerald Metals, Inc (New York); Copper Sales Department at Noranda Sales Corp (Toronto); Auditor at Price Waterhouse & Co (Montreal).

## Education

**HARVARD BUSINESS SCHOOL** Boston, Massachusetts

1975-1977 Master of Business Administration with Distinction. First and Second Year Honours. Co-captain Business School hockey team.

**MCGILL UNIVERSITY** Montreal, Quebec

1968-1973 Bachelor of Metallurgical Engineering with Distinction. Kennecott Scholar. Quebec Iron and Titanium Scholarship. Varsity waterpolo.

## Community

**ASPIRE PUBLIC SCHOOLS** Oakland, California

2014 **Board of Directors.** Elected to Board of Directors in April 2014. Appointed to Executive Committee in June 2014.

**CHELSEA COMMUNITY HOSPITAL SCHOOL** London, England

2003-2008 **Chairman, Board of Governors** (2007-8). Chelsea Community Hospital School (www.cchs.org.uk) provides education to children and young people while they are in hospital at one of the school's four sites and for a number of other students who cannot attend mainstream schools due to their medical condition. **Financial Governor** (2004-8). **Volunteer Teacher** (2003-8).

**ALBERT HALL MANSIONS (FREEHOLD PURCHASE)** London, England

2006-2008 **Chairman, Albert Hall Mansions (Block 5) Freehold Ltd.** Led residents in freehold purchase of property worth £250m ($500m), largest ever UK enfranchisement.

**ALBERT HALL MANSIONS MANAGEMENT LTD** London, England

1991-2004 **Director and Treasurer** of co-op management company (1991-4, 1997-8 and 2001-4). Negotiated settlements totalling £460k ($800k) to resolve long-standing claims against former managing agent, a delinquent tenant and building's senior leaseholder.

**LONDON METAL EXCHANGE** London, England

1987-1989 **Member.** Board of Directors.

**COMMODITY EXCHANGE, INC (COMEX)** New York, New York

1983-1985 **Member.** Nonferrous, Warehousing and New Products, and Arbitration committees.

**Nisa Frank**

1014 53rd Street Oakland, Ca,. 94608 (917) 952-5131 nisahara@gmail.com

## EDUCATION:

**Teachers College, Columbia University** Klingenstein Center May 2011
**M.S. Ed.**, Private School Leadership (Summer Institute)

**Bank Street College of Education** June 2004
**M.S. Ed.**, Early Childhood

**San Francisco State University** June 2002
**B.S.**, Child and Adolescent Development

## PROFESSIONAL EXPERIENCE:

**The Hamlin School, San Francisco, CA**
Head of Lower School (Kindergarten-4th grade)

- Direct supervisor of 30+ faculty members
- Provide professional development opportunities
- Observe and evaluate faculty and provide feedback throughout the year
- Collaborate with administrative team to fulfill strategic goals
- Committee member: Technology, Committee on Community, Standing Committee on Program Excellence
- Maintain a vision for innovative curriculum and synthesize current pedagogy and practices
- Lead Support Services Team to create action plans for all students
- Plan and implement parent education program
- Maintain positive and productive partnerships with all constituencies, especially parent community
- Manage budget for the Lower School Division

**Packer Collegiate Institute, Brooklyn, NY** 2012-Present
*Assistant Head of Preschool and Lower School (3 year olds - 4th grade)*

- Direct supervisor of 20 Associate Teachers
- Provide professional development opportunities, including bi-weekly meetings to address issues relevant to teacher development throughout the school year.
- Provide observation and feedback for all Associate Teachers at least twice a year. This includes post observation meetings.
- Coordinate job search workshops, including resume and cover letter review.
- Provide recommendations for employment both written and verbally.
- Coordinate hiring for Associate Teaching positions as well as make recommendations for hire to the Head of School.
- Recruitment and Retention of faculty of color- Attend all related job fairs as well as co-organize the Packer Candidates of Color Connect workshop: Opportunity for potential candidates of color to hear from administrators as well as inquire about independent school hiring policies and support once hired.
- Organize student programs: Lunch sign up, student council, event-centered field trips (All school Earth Day planting in Brooklyn Bridge Park)
- Formal and Informal observer in Packer's Supervision and Evaluation model. Provided both written and verbal feedback to support the growth of Head Teachers and Learning Specialists.
- Participate in development of Packer's writing curriculum. Align goals of the curriculum to the Common Core Standards.
- Collaborate with Parent Association on yearly initiatives.
- Collaborate with Director of Diversity and Diversity Council on yearly initiatives.
- Participant in Child Study meetings to help identify student needs and proper supports.

**Waterside School, Stamford, CT** 2011-2012
*Director of Admission*

- Clearly communicated the mission of the school to prospective families, outside agencies and community organizations.
- Met with all families who have submitted applications to the school.

- Primary source of outreach by attending all recruitment fairs, visiting pre-schools (feeder schools) in the area and hosting events that invite all interested parties into our school.
- Led organization of all admission related events: Open House, Take A Look Mornings, Assessment and Group Visits for prospective students/families.
- Administered admission testing to prospective students ages 4 yrs to 4th grade. Familiarity with testing tools such as the ERB, Gesell, PLAI, RAN and the WPPSI.
- Led candidate file review committee. Reviewed and selected incoming classes with Head and Assistant Head of School.
- Additional responsibilities included: Coordinating after school hour for Jr. Kindergarten and Kindergarten students. Providing students with a time at the end of the day to community build as well as support their learning both academically and social emotionally.
- Managed admission associate with daily tasks as well as volunteer committees for admission events.
- *Alumni Relations:* Tracked academic progress of alumni as well as organized activities and workshops for supplemental instruction and enrichment.
- Participated in student review committees contributing feedback when necessary.

**The Town School, New York, NY** 2004-2011

*Second Grade Head Teacher*

- Oversaw a classroom of 22 students while mentoring a full time co-teacher.
- Experience with and developed Everyday Math and Math in the City Curriculums
- Developed curricular connections between art and math focusing on artists such as Isamu Noguchi and The Quilters of Gees Bend.
- Developed reading and writing lesson plans informed by Teacher's College Reading and Writing Workshop.
- Created lesson plans and curricular units as well as taught daily in all core subject areas. Lesson plans included integration of technology such as Smartboard Notebook, voice threads, podcasts and screen casts.
- Worked collaboratively with colleagues, the school psychologist, parents and administrative staff to ensure an active and supportive learning environment. This included comprehensive reports, Guidance Team meetings and parent conferences.
- Initiated and wrote comprehensive, developmentally appropriate Social Studies curricula for the Second Grade, using Grant Wiggins "Backward Design" as a guide.

**Leadership Responsibilities at The Town School**

*Board of Trustee Member*

2010-2011

Member of the Board of Trustee Diversity Committee

*Co-Teacher Advisor* 2010-2011

- Provided new co-teachers with professional development opportunities by organizing and leading workshops focused on community building, teaching skills and educational philosophy.

*Co- Chair of the Faculty Evaluation Committee:* Developed Town's first formal faculty evaluation system. 2009-2010

*Associate Program Supervisor* (First year associate teachers for grades 1st-4th) 2008-2010

- Observed, evaluated and provided professional development opportunities for all first year associates.

*Co-founder, Faculty of Color Group*

2007-2011

*Member of the Faculty Committee* (2 terms):

2007-2011

- An elected body of senior faculty that acts as an advisory group to the Head of School.

**Bank Street School for Children, New York, NY** 2002-2004

*Nursery 4 Assistant Teacher and 7/8's Assistant Teacher: Minority Fellows Scholar*

- Served on a faculty advisory committee to develop the Kids of Color group in the Lower School.

**RELATED VOLUNTEER OPPORTUNITIES**

*South Africa "Building Bridges" Project*: Kokona Digale Elementary School, Polokwane, South Africa- Summer: 2006 and 2007

- Worked with educators and students to establish administrative programs and technology training to further the development of the school.

**BOARD MEMBERSHIP**

*Project Tutor*: Academic support for students needing financial assistance. 2014-2016
New York City, New York

*2GEN Equity:* Providing professional and financial support to families 2 generations at a time.

*Aspire Public Schools* 2016-Present
California and Tennessee

**Beth Hunkapiller**

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## EMPLOYMENT

Kansas City Star—Journalism Intern—(Summers, *1967-1969)*

Los Angeles Times—Journalism Intern—(*1970-1972)*

Mountain View School District • El Monte, California—*(1973-1983)*

- 8th Reading and English Teacher—*(1973-1977)*
- Assistant Principal—*(1978-1983)*

California Department of Education—*(2009 to 2011)*

- Director Charter Schools Division

## EDUCATION

BACHELOR OF ARTS, ENGLISH AND POLITICAL SCIENCE—*Oklahoma Baptist University*

MASTER OF SCIENCE—*University of Southern California*

## CREDENTIALS

K - 9 Standard Life Teaching—*University of California, Irvine*

Administrative Services—*California State University, Los Angeles*

## RELEVANT EXPERIENCES

Founder, San Carlos Charter Learning Center

Member, San Carlos School District Board of Education—*(1993 to 2013)*

Member, California Advisory Commission on Charter Schools—*(2002-2011)*

Chairperson, California Advisory Commission on Charter Schools—*(2008-2010)*

Member, Aspire Public Schools Board—*(2002-2010; 2012-present)*

Chairperson, Aspire Public Schools Board—*(2005-2010; 2012-2015)*

Member, Charter Board Partners Board—*(2015-present)*

Member, The College Ready Promise Board —*(2016-present)*

# James R. Boyd

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**(901) 483-3940 C**
**(901) 818-5234 W**
**jboyd@pyramidpeakfdn.org**


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## EDUCATION

St. Andrews School, Sewanee, TN 1965
Vanderbilt University, Nashville, TN B.A. 1969
Inter-Met Seminary, Washington, DC, M. Div., 1977

## CONTINUING EDUCATION

Shalem Institute for Spiritual Formation
St. George's College, Jerusalem

## CAREER HIGHLIGHTS

**Executive Director, The Pyramid Peak Foundation** **2011 to Present**

- A private charitable foundation in Memphis which supports initiatives and organizations that effectively and efficiently strengthen the education, economic and social structures of Greater Memphis.

**President, BRIDGES USA, Inc.** **1995 to 2011**

- Since 1995 BRIDGES experienced a greater than eight-fold growth and serves over 15,000 youth and adults annually in the Greater Memphis area.
- Thirty-one (31) million dollars raised for program expansion and the construction of a 55,000 square foot BRIDGES Center in Uptown Memphis.
- Received Carnival Memphis' Presidents Award of Excellence in 1998.
- Recognized by the Rotary Club in 2002 for his outstanding leadership in the community by receiving the Paul Harris Fellow designation.
- Received the Thomas W. Briggs Foundation Community Service Award in 2004.
- Honored with the G. Bradley Wanzer Jr. Award of Excellence from the United Way of the Mid-South in 2007.
- Received the Crystal Award for Outstanding Executive Leader for 2009 present by the Association of Fundraising Professionals.
- The first recipient of the Daniel Pearl Legacy Award in 2011

**Staff of U.S. Senator Lawton M. Chiles (Florida)**

- Legislative Assistant
- State Campaign Coordinator
    - Designed and organized the first of the statewide walking campaigns

**Episcopal Priest (Retired)**

| | |
|---|---|
| • St. Mark's Episcopal Church, Washington, DC | 1974 to 1977 |
| • Cathedral Church of St. Luke, Orlando, FL | 1977 to 1980 |
| • Episcopal Metropolitan Ministry of Memphis, Memphis, TN | 1980 to 1984 |
| • Holy Trinity Episcopal Church, Fayetteville, NC | 1984 to 1990 |
| • St. Paul's Episcopal Church, Salem, OR | 1990 to 1995 |
| • Non-stipendiary supply priest in the Diocese of West Tennessee | 1995 to 2012 |

**COMMUNITY INVOLVEMENT**

- Leadership Memphis, Class of 1982
- Memphis Rotary Club
- Board of Trustees, St. Andrews-Sewanee School
- Board of Trustees, St. George's Schools
- Goals for Memphis Leadership Academy
- Memphis Mental Health Association, President 1983-84
- Memphis Interfaith Association (MIFA), Board of Directors 1983-84
- S.M.A.R.T. (St. Mary's, Manassas, Alabama, Redevelopment Team), Founder
- Wolf River Conversancy
- Greenfaith Leadership Project
- Leadership Academy Masters Program 1988
- Board of Directors, KIPP Memphis
- Board of Directors, Latino Memphis
- Board of Directors, Aspire Public Schools
- Board of Directors, Green Dot Public Schools TN
- Member, Memphis City Schools/Shelby County Schools Transition Planning Commission
- Board Member, PeopleFirst
- St. Andrew's-Sewanee School 2016-2020

**HOBBIES**

- Bicycling
- Backpacking
- Reading
- Music
- Dancing
- Travel

# JONATHAN GARFINKEL

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## EXPERIENCE

2005 – Today **TPG – Partner** San Francisco & London
2000 – 2003 *TPG is a leading global alternative asset manager with over $70 billion of assets under management*

- Since 2011, have served as Director of Corporate Development; Since 2013, have served as Director of Compensation; and in 2013 Served as Director of Firm Finance
- From July 2010 through February 2011, led the firm's investment activities in the financial services industry in the U.S., including asset management, specialty finance, depositories and insurance
- Historically responsible for analyzing, structuring, negotiating and executing private equity investments of $100 million to $1 billion, with particular experience in commodity industries, retailers, transportation and distressed companies in North America and Western Europe
- Prior Board of Director seats have include: ProSight Specialty Insurance, 2Co Energy, Aleris International and Midwest Airlines

1998 – 2000 **NEWBRIDGE LATIN AMERICA - Analyst** Washington, DC
*NLA was a $300 million Latin American private equity fund sponsored by TPG and Blum Capital*

- Built financial models, wrote descriptive memoranda to the firm's investment committee and performed due diligence to evaluate prospective transactions throughout Latin America

1997 – 1998 **LEHMAN BROTHERS – Investment Banking Analyst** New York, NY
*Global Power & Project Finance Group, servicing electric utilities and independent power producers*

- Built financial models and provided valuation analysis

## EDUCATION

2003 – 2005 **STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS** Stanford, CA
**STANFORD UNIVERSITY GRADUATE SCHOOL OF EDUCATION**
MBA and MA in Education (joint-degree program)
Co-President of Partnership for Education Club; Co-Chair of Business of Education Conference; Mentor to a 3rd grader in East Palo Alto through the *I Have a Dream* program

1993 – 1997 **STANFORD UNIVERSITY** Stanford, CA
Bachelor of Arts – Economics
Four-year varsity rower; Stanford in Berlin; Krupp Intern at Credit Suisse in Zürich

## ADDITIONAL INFORMATION

- Married with four children: Madelyn (12), Oliver (10), Annabelle (7) and Samantha (5)
- Chairman of the Board of Directors of Aspire Public Schools, a leading charter school manager operating 40 schools serving over 16,000 students throughout California & Tennessee
- Member of the Stanford Graduate School of Education Advisory Council
- Former member of the Board of Directors of Education for Change, a charter school manager operating three elementary schools serving ~1,000 students in Oakland, California
- Founder of *The Skeg Club*, the alumni association of the Stanford rowing program

# KAY E. HONG

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## Board Experience

2016 – present **ASPIRE PUBLIC SCHOOLS** **OAKLAND, CA**
One of the nation's highest performing low-income-community school systems, serving approximately 16,000 K-12 students in 40 schools across California and Memphis, TN. Chair of Audit Committee.

2016 – 2017 **BELK, INC.** **CHARLOTTE, NC**
$4 billion revenue mid-range to upscale department store with approximately 300 stores concentrated primarily in the Southeastern US.

## Work Experience

2017 – present **TORRID, INC.** **CITY OF INDUSTRY, CA**
*Chief Executive Officer and Director*
Lead all aspects of strategy and operations of the fastest-growing plus size women's apparel retailer in the US, with over 5,000 employees, 500+ stores, and $600MM in annual revenues. Full top and bottom line responsibility.

2003 – 2015 **ALVAREZ & MARSAL NORTH AMERICA LLC** **SAN FRANCISCO, CA**
*Managing Director – North America Commercial Restructuring*
Equity partner and member of the Executive Committee of the turnaround and restructuring division of the market leading, premier global professional/restructuring services firm. Promoted from Senior Associate to Managing Director in 6 years. Consistent top producer in revenue and referral generation firm-wide. Extensive retail and apparel experience. Specialized in providing C-level interim management for turnarounds and restructurings as well as leading performance improvement initiatives for financially healthy companies. Awarded TMA's Large Company Turnaround of the Year Award in 2012 and recognized as one of *Turnaround and Workouts* magazine's "People to Watch" in 2013. Representative engagements include:

- ***Served as Interim EVP Direct and Chief Marketing Officer of The Talbots, Inc., a $1.2B women's specialty apparel retailer.*** Responsible for e-commerce, circulation/contact strategy, database marketing, loyalty, credit card programs, and catalog operations as well as creative, visual merchandising, PR, and brand marketing. Also held dotted-line responsibility over Direct merchandising. Immediately prior, served as Talbots' Interim Chief Operating Officer, overseeing substantially all back-end functions, including distribution, logistics, customer service, IT, real estate, finance, legal, and HR. Appointed subsequent to the company's 2012 public-to-private transaction. Over the course of 2.5-year involvement, LTM Adjusted EBITDA increased ~$145 million, with single and double-digit % comp sales increases in stores and direct, respectively; gross profit rate improved ~550 bps; and SG&A expense decreased over $20 million.
- ***Served as Interim CEO and CRO of Harry & David, a $400 million multi-channel, vertically integrated food gifting company.*** Led both the successful operational turnaround and financial restructuring. Raised $155 million in DIP financing, negotiated and implemented the Plan of Reorganization, which converted ~$200 million of bonds to equity; raised $155 million of exit financing, and achieved a distressed termination ruling and settlement with the PBGC to take over the company's pension plan. Oversaw and led operational initiatives to improve gross margins, reduce overhead, reorganize key functional areas, and improve working capital and liquidity management. Increased LTM EBITDA ~$37 million in 11 months, with single-digit % comp sales increases in direct and stores. Reduced calendar year-end inventory and A/R by over 40%.
- ***Lead a comprehensive performance improvement engagement for a ~$1.5 billion specialty retailer of outdoor equipment and casual apparel.*** Detailed specific recommendations for improvements to pricing and promotional strategy, brand management, merchandising and sourcing operations, logistics efficiency, SG&A cost reduction and working capital management.
- ***Served as restructuring advisor to Eddie Bauer Holdings, Inc., a $1+ billion apparel retailer.*** Lead all aspects of cash forecasting, reporting and liquidity management and assisted in the DIP financing negotiations. Led the sale diligence, bid evaluation and auction process which resulted in a going-concern sale of $286 million, an increase of over 40% from the stalking horse bid.
- ***Other notable clients included:*** Spiegel, Inc., Movie Gallery, Inc., the London Fog Group, lululemon athletica, Columbia Sportswear Company, Nebraska Book Company, and the secured lenders of Oriental Trading Company and Legacy Estates Group.

# KAY E. HONG

2000 – 2002 **TELEDESIC LLC** **SEATTLE, WA**

*Director, Finance*

Company raised over $1.2 B in equity capital to build a global broadband satellite network. Promoted from Associate to Director (2 levels) in 1.5 years and participated in Senior Management Committee. Responsibilities included:

- *Business Planning:* Developed new Teledesic business plan based on revised system design/cost of <$1B (from previous $6B+). Created and presented financial models and business plan to vendors, investment bankers, prospective partners and Teledesic Board. Identified and evaluated horizontal and market opportunities, particularly government/defense and maritime. Spearheaded effort to validate key assumptions such as regional usage, demand and pricing trends, comparative economics, back office requirements and technical trades.
- *Corporate Development/Investment Analysis:* Conducted due diligence on prospective deals on behalf of Teledesic and/or Eagle River LLC (McCaw investment firm). Held primary responsibility for building financial and investment models, evaluating business cases and developing fit analysis, if required. Examined several opportunities each year including mergers, acquisitions, joint ventures, recapitalizations and growth investments.
- *Business Development/Product Development:* Developed and maintained relationships with potential distribution partners around the world. Created regional business cases and supported efforts targeting anchor vertical market customers. Crafted service strategy, customer value proposition and user specifications for core horizontal access products. Continually assessed competitive position vs. terrestrial, wireless and other satellite players. Evaluated early entry opportunities with industrial partners.
- *Finance:* Assisted in securing initial vendor financing commitment to help fund satellite construction. Conducted periodic company valuations. Supported communications with shareholders.

Fall 1998 **GOLDMAN, SACHS & CO.** **NEW YORK, NY**

*Fall Associate, Investment Research*

Assisted in creation of sell-side equity research of U.S. telecom services companies for institutional clients. Contributed to quarterly company reports/models, initiating reports, daily notes and industry and company analysis. Produced analyst and industry marketing materials. Analyst/team ranked #3 by *Institutional Investor*.

1995 – 1998 **SAN FRANCISCO CONSULTING GROUP** **SAN FRANCISCO, CA**
**(Acquired by KPMG Consulting*)***

*Senior Consultant, Network Strategy Group*

Provided management consulting services to U.S. and international telecom industry clients. Promoted to MBA-level position in less than 2 years. Managed research analysts and lead client interactions during engagements and sales efforts. Engagements included diligence support, developing business processes and IT plans, designing network architectures and operating cost models, and evaluating market strategy and potential strategic partners.

**Education**

1999 – 2000 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**

Masters in Business Administration

1991 – 1995 **STANFORD UNIVERSITY** **PALO ALTO, CA**

B.S. Biological Sciences. Jordan Scholar.

# LESLIE P. HUME

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## PROFESSIONAL EXPERIENCE

**Research Libraries Group ("RLG"),** Mountain View, CA
*Consultant* — *1991 - 1993*
- Evaluated and developed special projects to make archival and manuscript materials available to scholars

*Director of Development & Associate Director of Programs* — *1980 - 1991*
- Developed funding proposals and managed foundation relations for RLG, a consortium of research universities and independent research libraries dedicated to building a comprehensive, on-line catalog of their collections and developing co-operative programs in collection development, preservation, and shared resources

**Stanford University,** Stanford, CA — *1975 - 1977*
*Teaching and Research Fellow, Department of History*
- Lecturer and teaching fellow in Modern European History, British History, and Women's History

## VOLUNTEER EXPERIENCE

**Aspire University,** Redwood City, CA
*Chair, Board of Directors* — *2015 - Present*
*Member, Board of Directors* — *2015 - Present*

**Aspire Public Schools,** Oakland, CA — *2014 - Present*
*Member, Board of Directors*

**Stanford University,** Stanford, CA
*Co-chair, Stanford Live Advisory Council* — *2013 - Present*
*Chair, Board of Trustees* — *2008 - 2012*
*Member, Board of Trustees* — *2000 - 2012*
- Chair of the Committee on Academic Planning, Policy, and Management; Chair of the Committee on Development

*Member, Campaign Executive Committee, The Stanford Challenge* — *2005 - 2011*
*Vice-Chair for Parents, Campaign for Undergraduate Education* — *2000 - 2005*
*Member, Parents Advisory Board* — *1996 - 2005*
*Member, Humanities and Sciences Council* — *1991 - 2009*
*Member, National Advisory Panel, Clayman Institute for Research on Gender* — *1990 - 2010*

**The San Francisco Foundation,** San Francisco, CA
*Chair, Board of Trustees* — *2002 - 2005*
- Chair of the Board of one of the ten largest community foundations in the nation

*Member, Board of Trustees* — *1994 - 2005*

**The Breakthrough Collaborative (formerly Summerbridge),** San Francisco, CA — *2000 - 2007*
*Member, Board of Trustees*
- A national collaborative dedicated to increasing educational opportunities for motivated middle school students and encouraging talented high school and college students to pursue careers in education. Served on Executive Committee of the Board

**The San Francisco Opera Association,** San Francisco, CA — *1988 - 2000*
*Director and Vice-President, Board of Trustees*
- Member of the Board of Directors of the second largest opera company in the nation. Member of the Executive Committee and Chair of the Nominating and Development Committees

**San Francisco Day School,** San Francisco, CA — *1979 - 1989, 1993-1999*
*Co-founder and Founding Member of the Board of Trustees*
- Co-founder of San Francisco's first co-educational, K-8 private school, with 400 students. Chair of the Board of Trustees 1996-1999, Chair of the Nominating, Development and Strategic Planning Committees

**Bay Area Discovery Museum,** Sausalito, CA — *1991 - 1997*
*Member, Board of Trustees*

## EDUCATION

**Stanford University,** Stanford, CA *1970 - 1979*

- Ph.D, History. Major Field of Concentration: Modern Britain. Minor Fields of Concentration: Russia and Modern Europe

**Radcliffe College,** Cambridge, MA *1965 - 1969*

- B.A., History. Magna cum laude

## PUBLICATIONS

- The National Union of Women's Suffrage Socities, 1897-1914 (Garland Press, 1982)
- Ed. Victorian Women: A Documentary Account of Women's Lives in Nineteenth-Century England, France, and the United States (Stanford University Press, 1981)
- Co-editor, Garland Series in British History
- Miscellaneous reviews for journals and academic presses

# I.6
# Evidence that the school's governing body approved submission of the petition to the County Board

ASPIRE PUBLIC SCHOOLS
College for Certain

**Executive and Compensation Committee Meeting**
Thursday, June 21st, 2017
Location 1: 1001 22nd Ave., Oakland, CA 94606
Meeting Conference Line:1-415-655-0381 Passcode:366-576-658#

| | |
|---|---|
| I. | **Public Business Meeting**<br>**Board Members Present:** Jonathan Garfinkel, Beth Hunkapiller and Warren Felson were present in Location 1 in Oakland.<br>**Staff Present:** Carolyn Hack, Mary Cha-Caswell, Bess Kennedy, Paul Wetterholm, Katy Barone, Ian Roberts, Anupam Mishra, Jennifer Garcia, and Esmeralda were present in Location 1 in Oakland, Ca.<br>**Call to Order:** The meeting was called to order by Jonathan Garfinkel at 9:03 am. Quorum for the meeting was confirmed. |
| II. | **Changes to the Agenda:** There was one change to the Agenda; V. Consent Agenda Item L was moved to VI. Discussion, Action Items and Report Item D. |
| III. | **Public Comments Not on the Agenda:** There were no comments from the public. |
| IV. | **Chairperson and CEO Comments:** There were no comments. |
| V. | **Consent Agenda:** The following consent agenda items A-K and M-P were moved by Beth and seconded by Warren; unanimously approved. Approval: Yes: 3 Jonathan, Beth, Warren; No: 0; Abstain: 0 |
| A. | Approval of April 12, 2017 Executive Committee Meeting Minutes |
| B. | Aspire Antonio Maria Lugo Academy Charter Renewal Petition |
| C. | Aspire Triumph Technology Academy Charter Renewal Petition |
| D. | Aspire ERES Academy Charter Renewal Petition |
| E. | Aspire Monarch Academy Charter Renewal Petition |
| F. | Aspire Ollin University Preparatory Academy Charter Renewal Petition |
| G. | Aspire Vanguard College Preparatory Academy Charter Renewal Petition |
| H. | Aspire Vincent Shalvey Academy Charter Renewal Petition |
| I. | Aspire Berkley Maynard Academy Roof Contract Approval |
| J. | School wide Title I Program Approval for Aspire Vincent Shalvey Academy, University Charter School, Benjamin Holt College Preparatory Academy, and Benjamin Holt Middle School |
| K. | 2018-19 CARS Applications for Funding for CA Schools |
| L. | ~~Aspire Capital Heights Academy Facility Upgrades Contract Approval~~ |

ASPIRE PUBLIC SCHOOLS
College for Certain

| | |
|---|---|
| M. | Education Protection Act (EPA) Funds and Expenditure Plan |
| N. | Food Services Contract Renewals |
| O. | 2018-2019 Aspire Public Schools Wellness Policy |
| P. | Aspire's 18-19 (17-18 School Year) Redesignated Fluent Proficient Policy |
| **VI.** | **Discussion, Action Items and Reports** |
| A. | Paul Wetterholm presented Aspire's financial statement for quarter 3. He reviewed the highlights of the quarter and reviewed the investment performance and Investment Policy Statement.<br>Warren moved to approve Aspire's Financial Statements for the Quarter Ending March 31, 2018, and seconded by Beth; unanimously approved. Approval: Yes: 3 Jonathan, Beth, Warren; No: 0; Abstain: 0 |
| B. | Paul presented the Fiscal Control Policy and Procedures and noted that there were a couple of minor updates to the policy which outlines authority limits and specific policies and procedures to follow when employees incur business expenses on behalf of Aspire.<br>Beth moved to approve the Fiscal Control Policy and Procedures, seconded by Warren; unanimously approved. Approval: Yes: 3 Jonathan, Beth, Warren; No: 0; Abstain: 0 |
| C. | Mary Cha-Caswell presented the California Local Control Accountability Plan (LCAP). It was stated that under the Local Control Funding Formula (LCFF), all LEAs are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified.<br>Beth moved to approve the California Local Control Accountability Plan (LCAP), seconded by Warren; unanimously approved. Approval: Yes: 3 Jonathan, Beth, Warren; No: 0; Abstain: 0 |
| D. | Mary Cha- Caswell spoke on facility upgrades contract at Aspire Capital Heights Academy that includes new AstroTurf and asked for approval of the Facility Upgrades Contract. The Board decided to amend the request and approve the maximum amount of $427,000 for the project.<br>Warren moved to approve the CHA Facility Upgrades Contract, seconded by Beth; unanimously approved. Approval: Yes: 3 Jonathan, Beth, Warren; No: 0; Abstain: 0 |
| **VII.** | **Closed Session**<br>The meeting was adjourned to closed session at 9:18 am. |
| A. | Student Matter #1718-407-02 |
| B. | Student Matter #1718-211-002 |
| C. | Student Matter#1719-210-002 |
| D. | Student Matter #1718-314-001 |
| E. | Student Matter #1718-312-002 |
| **VIII.** | **Reconvene to Public Meeting** The meeting reconvened to public meeting at 9:55 am. |

ASPIRE PUBLIC SCHOOLS
College for Certain

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|---|---|
| A. | Jonathan Garfinkel, Board Chair, reported that Item B, D and E were approved by the Board. Item A and Item C were reviewed but did not require an approval from the Board. |
| IX. | **Adjournment**<br>Meeting adjourned at 9:55 am. |

**Approved this 9th Day of August, 2018 in Oakland, CA.**

Mary Cha-Caswell, Board Secretary

# Section II

# II.3

# Copies of the three (3) most recent Independent Financial Audits of 501(c)(3)

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED FINANCIAL STATEMENTS
## WITH INDEPENDENT AUDITOR'S REPORT

## YEARS ENDED
## JUNE 30, 2016 AND 2015

# ASPIRE PUBLIC SCHOOLS

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Gilbert Associates, Inc.
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# INDEPENDENT AUDITOR'S REPORT

**To the Board of Directors**
**Aspire Public Schools**
**Oakland, California**

**Report on the Financial Statements**

We have audited the accompanying consolidated financial statements of Aspire Public Schools, a non-profit public benefit corporation, and affiliates (collectively, the Organization), which comprise the consolidated statements of financial position as of June 30, 2016 and 2015, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the consolidated financial statements.

***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

***Auditor's Responsibility***

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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## Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Aspire Public Schools and affiliates as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### *Other Matter*

*Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.**
**Sacramento, California**

**November 18, 2016**

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
## JUNE 30, 2016 AND 2015

### ASSETS

| | 2016 | 2015 |
|---|---|---|
| **CURRENT ASSETS:** | | |
| Cash and cash equivalents | $ 49,191,017 | $ 39,558,131 |
| Restricted cash and cash equivalents | 2,742,925 | 3,808,122 |
| Accounts receivable | 23,921,361 | 24,296,753 |
| Foundation grants receivable, current portion | 6,577,551 | 6,478,348 |
| Prepaid expenses and deposits | 932,224 | 656,435 |
| Total current assets | 83,365,078 | 74,797,789 |
| **NON-CURRENT ASSETS:** | | |
| Restricted cash and cash equivalents | 14,706,417 | 11,613,493 |
| Foundation grants receivable, net | 3,856,509 | 5,229,654 |
| Property and equipment, net | 156,828,954 | 147,283,887 |
| Other assets, net | 473,216 | 809,184 |
| **TOTAL ASSETS** | $ 259,230,174 | $ 239,734,007 |

### LIABILITIES AND NET ASSETS

| | | |
|---|---|---|
| **CURRENT LIABILITIES:** | | |
| Accounts payable | $ 6,375,853 | $ 8,623,833 |
| Accrued expenses | 9,527,781 | 8,734,315 |
| Line of credit | 700,000 | - |
| Capital lease, current | - | 655,000 |
| Debt, current | 2,069,925 | 2,299,298 |
| Total current liabilities | 18,673,559 | 20,312,446 |
| **LONG-TERM LIABILITIES:** | | |
| Deferred rent | 797,336 | 750,083 |
| Capital lease, net | - | 15,335,000 |
| Debt, net | 137,921,439 | 110,733,163 |
| Total liabilities | 157,392,334 | 147,130,692 |
| **NET ASSETS:** | | |
| Unrestricted | 78,493,962 | 59,742,105 |
| Temporarily restricted | 23,343,878 | 32,861,210 |
| Total net assets | 101,837,840 | 92,603,315 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 259,230,174 | $ 239,734,007 |

The accompanying notes are an integral part of these consolidated financial statements.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF ACTIVITIES
## YEARS ENDED JUNE 30, 2016 AND 2015

| UNRESTRICTED NET ASSETS | 2016 | 2015 |
|---|---|---|
| **SUPPORT AND REVENUE:** | | |
| Private grants and contributions | $ 4,380,785 | $ 3,274,440 |
| Donated equipment, materials, and services | 158,925 | 72,478 |
| Federal revenue | 24,040,242 | 22,178,697 |
| California state revenue: | | |
| State aid portion of general purpose funding | 78,526,499 | 64,525,368 |
| All other state revenue | 15,587,478 | 8,995,889 |
| Tennessee state revenue: | | |
| Basic education program funding | 9,987,738 | 9,119,948 |
| All other state revenue | - | 27,150 |
| Local revenue: | | |
| Cash in-lieu of property taxes | 23,660,751 | 18,409,782 |
| Interest income | 27,185 | 33,455 |
| All other local revenue | 2,528,971 | 1,512,468 |
| Subtotal | 158,898,574 | 128,149,675 |
| Net assets released from restrictions | 56,353,133 | 41,599,336 |
| Total support and revenue | 215,251,707 | 169,749,011 |
| **EXPENSES AND LOSSES** | | |
| **PROGRAM EXPENSES:** | | |
| Educational programs | 153,444,883 | 126,842,622 |
| **SUPPORTING SERVICES:** | | |
| Site support | 14,325,313 | 12,365,389 |
| Development and expansion | 8,156,221 | 9,377,352 |
| Administration and general | 4,819,793 | 5,818,296 |
| Total supporting services | 27,301,327 | 27,561,037 |
| Total expenses | 180,746,210 | 154,403,659 |
| Loss on debt extinguishment | 15,753,640 | - |
| Total expenses and losses | 196,499,850 | 154,403,659 |
| **Increase in Unrestricted Net Assets** | 18,751,857 | 15,345,352 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | |
| Private grants and contributions | 7,342,993 | 16,400,543 |
| Federal and state revenue | 39,492,808 | 30,292,061 |
| Return of grant funds | - | (463,543) |
| Net assets released from restrictions | (56,353,133) | (41,599,336) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (9,517,332) | 4,629,725 |
| **INCREASE IN NET ASSETS** | 9,234,525 | 19,975,077 |
| **NET ASSETS - Beginning of Year** | 92,603,315 | 72,628,238 |
| **NET ASSETS - End of Year** | $ 101,837,840 | $ 92,603,315 |

The accompanying notes are an integral part of these consolidated financial statements.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF CASH FLOWS
## YEARS ENDED JUNE 30, 2016 AND 2015

| | 2016 | 2015 |
|---|---|---|
| **CASH FLOWS FROM OPERATING ACTIVITIES:** | | |
| Increase in net assets | $ 9,234,525 | $ 19,975,077 |
| Adjustments to reconcile to net cash provided by operating activities: | | |
| Depreciation | 5,990,909 | 5,234,095 |
| Amortization | 335,968 | 242,610 |
| Donated property and equipment | (138,007) | (79,123) |
| Loss on disposal of property and equipment | 47,860 | 51,196 |
| Loss on unamortized deferred costs upon debt extinguishment | 3,249,538 | - |
| Forgiveness of debt | (700,000) | (1,400,000) |
| Donated investments | - | (2,842,661) |
| Amortization of long-term debt costs | 212,040 | 106,834 |
| (Increase) decrease in assets: | | |
| Accounts receivable | 375,392 | 184,359 |
| Foundation grants receivable | 1,273,942 | (4,863,203) |
| Cash held at county or district | - | - |
| Prepaid expenses and deposits | (275,789) | (399,384) |
| Increase (decrease) in liabilities: | | |
| Accounts payable | (4,084,981) | 538,116 |
| Accrued expenses | 793,466 | 124,011 |
| Deferred rent | 47,253 | 54,552 |
| Net cash provided by operating activities | 16,362,116 | 16,926,479 |
| **CASH FLOWS FROM INVESTING ACTIVITIES:** | | |
| Purchases of property and equipment | (13,608,828) | (13,925,750) |
| Net cash used in investing activities | (13,608,828) | (13,925,750) |
| **CASH FLOWS FROM FINANCING ACTIVITIES:** | | |
| Proceeds from lines of credit | 700,000 | - |
| Proceeds from debt | 124,804,597 | 4,100,000 |
| Payments of debt issuance costs | (2,177,936) | - |
| Principal payments on capital lease | (15,990,000) | (635,000) |
| Proceeds from sale of donor restricted investments | - | 2,842,661 |
| Principal payments on debt | (98,429,336) | (5,172,083) |
| Net cash provided by financing activities | 8,907,325 | 1,135,578 |
| Net increase in cash and cash equivalents | 11,660,613 | 4,136,307 |
| Cash and cash equivalents, beginning of year | 54,979,746 | 50,843,439 |
| Cash and cash equivalents, end of year | $ 66,640,359 | $ 54,979,746 |
| Cash and cash equivalents | $ 49,191,017 | $ 39,558,131 |
| Restricted cash and cash equivalents | 17,449,342 | 15,421,615 |
| Total | $ 66,640,359 | $ 54,979,746 |
| **NON-CASH INVESTING ACTIVITIES:** | | |
| Property and equipment financed through accounts payable | $ 1,837,001 | $ 2,073,635 |
| **NON-CASH FINANCING ACTIVITIES:** | | |
| Forgiveness of debt | $ 700,000 | $ 1,400,000 |
| **CASH PAID FOR INTEREST (net of capitalized amount)** | $ 5,921,488 | $ 6,797,938 |

The accompanying notes are an integral part of these consolidated financial statements.

## 1. OPERATIONS AND SIGNIFICANT ACCOUNTING POLICIES

Aspire Public Schools, a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. The Organization was founded in 1998. The Organization's support is derived primarily from public education monies, individual and foundation contributions, and various government agency grants.

In addition to managing school operations, Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

Aspire Public Schools TN, LLC (TN LLC) is a Tennessee non-profit limited liability company created in July 2013, whose sole member is Aspire Public Schools. TN LLC incorporated pursuant to the Tennessee Nonprofit Corporation Act and is a disregarded entity for federal income tax purposes. TN LLC was formed to manage, guide, direct, and promote charter schools that provide quality education to Tennessee youth in primary and secondary grades. TN LLC's support is derived primarily from State of Tennessee public education monies, foundation contributions, and various government agency grants.

Aspire University, Inc. (Aspire U) is a California non-profit public benefit corporation created on July 1, 2015. Aspire Public Schools is the sole voting member of Aspire U. Aspire U's purpose is to develop a high-caliber teacher, principal, and leader pipeline for the Organization and other education organizations.

For financial reporting purposes, CFC LLC, CFC II LLC, CFC INC, TN LLC, and Aspire U are consolidated with Aspire Public Schools for the year ended June 30, 2016. CFC LLC, CFC INC, and TN LLC are consolidated for the year ended June 30, 2015.

**Principles of Consolidation** – The accompanying consolidated financial statements include the accounts of Aspire Public Schools and its controlled affiliated organizations, collectively the "Organization". All significant intercompany accounts and transactions have been eliminated in consolidation. Listed below are the affiliated organizations included in these financial statements:

- **Aspire Public Schools -** Aspire Public Schools operates thirty-five schools in California under thirty-four charters which are chartered by twelve charter authorizers (sponsoring districts) in six counties. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the sponsoring district for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2016, the charter schools operated by Aspire Public Schools were as follows:

| Charter School Name | Charter School Number | Sponsoring District | *Charter Granted/ Renewed | Charter Expiration |
|---|---|---|---|---|
| Aspire Alexander Twilight College Preparatory Academy | 1554 | San Juan Unified | Nov 2015 | 6/30/21 |
| Aspire Alexander Twilight Secondary Academy | 1555 | San Juan Unified | Nov 2015 | 6/30/21 |
| Aspire Antonio Maria Lugo Academy | 694 | Los Angeles County Office of Education | April 2014 | 6/30/19 |
| Aspire APEX Academy | 1552 | Stockton Unified | Nov 2012 | 6/30/18 |
| Aspire Benjamin Holt College Preparatory Academy | 565 | Lodi Unified | Feb 2013 | 6/30/18 |
| Aspire Berkley Maynard Academy | 726 | Oakland Unified | Jan 2015 | 6/30/20 |
| Aspire Capitol Heights Academy | 598 | Sacramento City Unified | Nov 2012 | 6/30/18 |
| Aspire Centennial College Preparatory Academy | 1436 | Los Angeles Unified | Apr 2012 | 6/30/18 |
| Aspire College Academy | 1577 | Oakland Unified | May 2013 | 6/30/18 |
| Aspire East Palo Alto Charter School | 125 | Ravenswood City | Nov 2013 | 6/30/19 |
| Aspire ERES Academy | 1115 | Oakland Unified | Feb 2014 | 6/30/19 |
| Aspire Firestone Academy | 1214 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Gateway Academy | 1213 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Golden State College Preparatory Academy | 1023 | Oakland Unified | Dec 2012 | 6/30/18 |
| Aspire Inskeep Academy | 1332 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Junior Collegiate Academy | 1551 | Los Angeles Unified | Jan 2013 | 6/30/18 |
| Aspire Langston Hughes Academy | 1048 | Stockton Unified | Dec 2012 | 6/30/18 |
| Aspire Lionel Wilson College Preparatory Academy | 465 | Oakland Unified | Jan 2012 | 6/30/17 |
| Aspire Monarch Academy | 252 | Oakland Unified | Feb 2014 | 6/30/19 |
| Aspire Ollin University Prep | 693 | Los Angeles County Office of Education | April 2014 | 6/30/19 |
| Aspire Pacific Academy | 1230 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Port City Academy | 1553 | Stockton Unified | Nov 2012 | 6/30/18 |
| Aspire Richmond California College Preparatory Academy | 1739 | West Contra Costa Unified | Dec 2014 | 6/30/20 |
| Aspire Richmond Technology Academy | 1740 | West Contra Costa Unified | Dec 2014 | 6/30/20 |
| Aspire River Oaks Charter School | 364 | Lodi Unified | Feb 2016 | 6/30/21 |
| Aspire Rosa Parks Academy | 554 | Stockton Unified | Jan 2015 | 6/30/20 |
| Aspire Slauson Academy | 1330 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Summit Charter Academy | 812 | Ceres Unified | Jan 2016 | 6/30/21 |
| Aspire Tate Academy | 1331 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Titan Academy | 1550 | Los Angeles Unified | Jan 2013 | 6/30/18 |
| Aspire Triumph Technology Academy | 1663 | Oakland Unified | Jan 2014 | 6/30/19 |

| | | | | |
|---|---|---|---|---|
| Aspire University Charter School | 1026 | Sylvan Union Elem | Jan 2013 | 6/30/18 |
| Aspire Vanguard College Preparatory Academy | 1125 | Modesto City Schools | Nov 2013 | 6/30/19 |
| Aspire Vincent Shalvey Academy | 178 | Lodi Unified | Feb 2014 | 6/30/19 |

* Charter issuance date or the most recent renewal date.

All sponsoring districts receive up to 1% of the annual charter revenue for supervisory oversight. Ravenswood City School the sponsoring district for Aspire East Palo Alto Charter receives up to 3% for supervisory oversight because the district provides facilities substantially rent-free.

Through June 30, 2016, the Organization had separately negotiated with all sponsoring districts for administrative fees and other services. Additionally, for some schools, transportation expenses and/or special education encroachment are paid by the Organization to the sponsoring districts.

- **Aspire Public Schools TN, LLC** – TN LLC operates three schools under three charters in Shelby County, Tennessee. Charters were granted for each school for ten years, with an opportunity for renewal. Charters may be revoked by the charter authorizer (sponsoring district) for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2016, the charter schools operated by TN LLC were as follows:

| Charter School Name | Charter School Number | Sponsoring District | Charter Granted/ Renewed | Charter Expiration |
|---|---|---|---|---|
| Aspire Hanley Elementary School #1 | 8024 | TN Achievement School District | April 2013 | 6/30/23 |
| Aspire Hanley Elementary School #2 | 8025 | TN Achievement School District | April 2013 | 6/30/23 |
| Aspire Coleman Elementary School | 8050 | TN Achievement School District | May 2014 | 6/30/24 |

- **College for Certain, LLC** – CFC LLC holds title to properties that are financed through the CSFA Charter School Revenue Refunding Bonds Series 2016 (2016 Bonds) where Aspire Public Schools operates ten charter schools (seven locations) and manages, operates, and leases the properties.

- **College for Certain II, LLC** – CFC II LLC holds title to properties that are financed through the CSFA Charter School Revenue Refunding Bonds Series 2015 (2015 Bonds) where Aspire Public Schools operates two charter schools and manages, operates, and leases the properties.

- **College for Certain, Inc.** – CFC INC is a supporting organization of Aspire Public Schools in that it facilitates and supports the development of charter schools for Aspire Public Schools. CFC INC is the named borrower of the 2015 and 2016 Bonds outstanding.

- **Aspire University, Inc.** – Aspire U is a related non-profit organization whose purpose is to develop a high-caliber teacher, principal, and leader pipeline for the Organization and other educational organizations.

**Basis of presentation** – The financial statements are presented in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization has no permanently restricted net assets.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Donor-restricted amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

**Cash and cash equivalents** – For financial statement purposes, the Organization considers investments with maturity at purchase of three months or less to be cash equivalents.

**Investment in Schoolzilla, Inc.** is stated at cost and evaluated periodically for impairment.

**Intangible assets** – The Organization has intangible assets for product and service discounts to be used in future periods. The Organization amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

**Property and equipment** with a value greater than $5,000 are capitalized at cost or fair market value on the date of receipt in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Donated equipment, materials, services, and facilities** – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. During the years ended June 30, 2016 and 2015, in-kind contributions of $158,925 and $72,478 were received, respectively.

**Income taxes** – The Organization has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined the Organization is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in these financial statements.

The Organization applied the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements for June 30, 2016 and 2015. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to the year ended June 30, 2012.

**Functional allocation of expenses** – The cost of providing educational programs and other activities has been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated based on employees' time incurred and management's estimate of the usage of resources.

**Program development and expansion** – The Organization continually explores potential opportunities for expansion and growth; thus costs are incurred to research the possibility of establishing new sites. The Organization capitalizes these preacquisition costs into 'Construction in progress' (Note 6) at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made.

**Fair value measurements** – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

| | |
|---|---|
| Level 1 Inputs | Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities. |
| Level 2 Inputs | Inputs other than quoted prices in active markets that are observable either directly or indirectly. |
| Level 3 Inputs | Unobservable inputs for the asset or liability. |

When a price for an identical asset or liability is not observable, a reporting entity measures fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk. As a result, a reporting entity's intention to hold an asset or to settle or otherwise fulfill a liability is not relevant when measuring fair value.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the estimated useful lives of property and equipment, the functional allocation of expenses, and the net present value of intangibles.

**Reclassifications** – Certain amounts in the prior year financial statements have been reclassified for comparative purposes to conform with presentation of the current-year financial statements.

**Subsequent events** have been reviewed through November 18, 2016, the date the financial statements were available to be issued. Management concluded that no material subsequent events have occurred since June 30, 2016 that require recognition or disclosure in the consolidated financial statements.

**Recent Accounting Pronouncement** – In April 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2015-03 *Interest-Imputation of Interest (Subtopic 835-30): Simplifying the Presentation of Debt Issuance Costs*. The guidance requires that debt issuance costs be presented in the *Statement of Financial Position* as a reduction of the carrying amount of the debt rather than as an asset. This ASU is effective for fiscal years beginning after December 15, 2016, but earlier adoption is permitted. The Organization elected to early adopt the ASU in 2016 and has applied the provisions retrospectively to 2015. Long-term debt as of June 30, 2015 was previously reported on the *Statement of Financial Position* as $114,045,021 with the associated $3,311,858 unamortized debt issuance costs included in other assets.

## 2. CONCENTRATIONS OF CASH

The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

## 3. RESTRICTED CASH

Restricted cash consists of amounts that are required to be held for debt services reserves and for principal and interest payments with respect to the bond outstanding; and contributions restricted to investment in property and equipment. The total restricted cash at June 30, 2016 and 2015 was $17,449,342 and $15,421,615, respectively. The current portion of $2,742,925 and $3,808,122 as of June 30, 2016 and 2015, respectively, was restricted for current bond debt obligations. The noncurrent portion of $14,706,417 at June 30, 2016 consisted of $6,605,261 for debt service reserves and $8,101,156 for investment in property and equipment. The noncurrent portion of $11,613,493 at June 30, 2015 consisted of $7,676,673 for debt service reserves and $3,936,820 for investment in property and equipment.

## 4. ACCOUNTS RECEIVABLE

Accounts receivable balances at June 30, 2016 and 2015 were $23,921,361 and $24,296,753, respectively. The balances were due entirely from grantor government agencies. Management deems all receivables to be collectible as of June 30, 2016.

## 5. FOUNDATION GRANTS RECEIVABLE

The Organization recognizes unconditional foundation grants receivables at their estimated fair value using estimated prevailing interest rates, on a nonrecurring basis, at the time the pledge is made. Fair value is determined by calculating the net present value of the estimated future cash flows. The discount rate used in determining the net present value of new pledges receivable was 2.02% and 3.23% at June 30, 2016 and 2015, respectively The estimated fair value of the pledges received during 2016 and 2015 totaled approximately $7,708,880 at June 30, 2016 and $4,389,044 at June 30, 2015, and were included within level 3 of the fair value hierarchy because determination of the net present value of future cash flows was based on little or no market data and required management to develop their own assumptions. For the years ended June 30, 2016 and 2015, foundation grant receivable balances of $3,000,000 and $3,050,000, respectively, which are expected to be received within one year, are classified with the non-current portion of the grant receivable balance as the contributions are restricted to be invested in property and equipment. All foundation grants receivable are judged by management to be collectible, and were as follows as of June 30:

| | 2016 | 2015 |
|---|---|---|
| Gross foundation grants receivable | $ 10,459,079 | $ 11,778,348 |
| Less: Unamortized discount | (25,019) | (70,346) |
| Foundation grants receivable, net | $ 10,434,060 | $ 11,708,002 |

Foundation grants receivable are due to be collected as follows:

| | 2016 | 2015 |
|---|---|---|
| Within one year | $ 9,577,551 | $ 9,528,348 |
| One to five years | 856,509 | 2,179,654 |
| Foundation grants receivable, net | $ 10,434,060 | $ 11,708,002 |

Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met. Approximate outstanding conditional promises to give are as follows and will be recognized as revenue as the conditions are met:

| **Purpose:** | 2016 | 2015 |
|---|---|---|
| Opening schools in specific locations | $ 14,000,000 | $ 10,650,000 |
| Implementation of blended learning at specific locations | 225,000 | 225,000 |
| Total | $ 14,225,000 | $ 10,875,000 |

## 6. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

| | 2016 | 2015 |
|---|---|---|
| Land | $ 34,049,639 | $ 27,731,414 |
| Buildings | 129,051,974 | 99,585,994 |
| Construction in progress | 8,421,229 | 12,966,189 |
| Leasehold improvements | 11,997,341 | 8,554,732 |
| Equipment | 9,310,369 | 7,403,068 |
| Property under capital lease | - | 21,845,473 |
| Subtotal | 192,830,552 | 178,086,870 |
| Less accumulated depreciation | (36,001,598) | (30,802,983) |
| Property and equipment, net | $ 156,828,954 | $ 147,283,887 |

Depreciation expense was $5,990,909 and $5,234,095 for the years ended June 30, 2016 and 2015, respectively. Various components of the land, buildings, and schools under construction shown above are pledged as collateral for the debt disclosed in Note 8. In December 2015, the Organization obtained the 2015 Bonds to pay off the balance of the capital lease with Lodi Unified School District and purchase the property for one dollar. The property that was under capital lease is now classified with land and buildings as of June 30, 2016.

## 7. OTHER ASSETS

Other assets consisted of the following at June 30:

| | 2016 | 2015 |
|---|---|---|
| Indefinite-lived intangible assets | $ 316,372 | $ 316,372 |
| Amortizable intangible assets, net | 156,844 | 262,515 |
| Deferred loss, net | - | 230,297 |
| Investment in Schoolzilla, Inc. | - | - |
| Other assets, net | $ 473,216 | $ 809,184 |

***Intangible Assets***

The Organization holds an indefinite-life intangible asset for product and technology discount benefits valued at $316,372. Management assesses the carrying value of the indefinite-life intangible asset annually, or more often if facts and circumstances suggest it may be impaired. If this review indicates that the carrying value may not be recoverable, then the carrying value would be reduced to its estimated fair value. No impairment losses were recognized as a result of this review for the years ended June 30, 2016 and 2015, respectively.

Amortizable intangible assets consist of the following as of June 30, 2016:

| | Gross Carrying Amount | Accumulated Amortization | Net |
|---|---|---|---|
| Product and technology discount benefits | $ 438,922 | $ 300,698 | $ 138,224 |
| Rights to use certain assets | 53,200 | 34,580 | 18,620 |
| Service discount benefits | 14,263 | 14,263 | - |
| Total | $ 506,385 | $ 349,542 | $ 156,844 |

Amortizable intangible assets consist of the following as of June 30, 2015:

| | Gross Carrying Amount | Accumulated Amortization | Net |
|---|---|---|---|
| Product and technology discount benefits | $ 438,922 | $ 209,233 | $ 229,689 |
| Rights to use certain assets | 53,200 | 23,940 | 29,260 |
| Service discount benefits | 14,263 | 10,697 | 3,566 |
| Total | $ 506,385 | $ 243,870 | $ 262,515 |

The product and technology discount benefits, rights to use certain assets, and service discount benefits are amortized on a straight-line basis over a seven, five, and three year period, respectively. These lives are based on the periods in which the Organization is eligible for such discounts. Amortization expense on intangible assets for the years ended June 30, 2016 and 2015 was $105,672 and $103,176, respectively.

The expected future amortization expense of intangible assets is as follows:

| | |
|---|---|
| 2017 | $ 47,500 |
| 2018 | 45,726 |
| 2019 | 36,860 |
| 2020 | 26,758 |
| Total | $ 156,844 |

***Deferred Loss***

In January of 2005, Lodi Unified School District (the District) purchased the Aspire River Oaks Charter School and Aspire Benjamin Holt College Preparatory Academy facilities from the Organization. The Organization concurrently entered into a capital lease obligation with the District effective January 1, 2005 through August 1, 2032. The Organization had the option to purchase the properties for one dollar at the termination of the lease. This transaction was treated as sale-leaseback transaction and a loss on this transaction of $374,660 was to be deferred and amortized over the term of the capital lease. As of June 30, 2015, accumulated amortization was $144,363. Amortization expense of the deferred loss for the year ended June 30, 2015 was $13,748 and the net book value was $230,297. As discussed in Note 10, the Organization obtained the 2015 Bonds and paid off the capital lease in December 2015 and purchased the property for one dollar per the lease agreement. The Organization wrote off the remaining deferred loss balance of $224,421 in 2016 as part of this transaction.

***Investment in Schoolzilla, Inc.***

The Organization owned 11.408% and 15.325% of the common stock of Schoolzilla, Inc. (Schoolzilla) at June 30, 2016 and 2015, respectively. Schoolzilla is a for-profit company that develops web-based data management platforms allowing teachers to synthesize data from multiple sources and create reports presenting their students' academic performances. In 2015 although the Organization's interest in Schoolzilla had dropped below 20%, management determined they still have significant influence over the operations of Schoolzilla through a seat on their board of directors, and maintaining the third largest stake in Schoolzilla, and therefore accounted for this investment under the equity method.

In 2016, ownership was further diluted and management did not have significant influence and therefore accounted for the investment under the cost method. As of June 30, 2016 and 2015, the investment was reflected at $0 value due to losses recognized under the equity method. Schoolzilla did not declare any dividends as of June 30, 2016 and 2015.

The condensed unaudited financial information for Schoolzilla, Inc. at June 30, 2015:

| | |
|---|---|
| Total assets | $ 3,017,000 |
| Total liabilities | 2,431,000 |
| Stockholders' Equity | 586,000 |
| Net loss | 3,124,000 |

## 8. DEBT

| | 2016 | 2015 |
|---|---|---|
| College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds) in the amount of $83,170,000 were issued effective February 1, 2016; with 4 bonds and bearing interest rates ranging from 2.00% - 5.00%. The bond proceeds were used for the refunding of the outstanding principal of the College for Certain Series 2010 School Facility Revenue Bonds. Associated with this bond is a premium of $10,618,415 and debt issuance costs of $1,410,454. Principal and interest payments are due yearly beginning August 1, 2016. Final maturity is in August 2046. | $ 83,170,000 | $ - |
| College for Certain Series 2015 School Facility Revenue Refunding Bonds (2015 Bonds) in the amount of $20,535,000 were issued effective December 1, 2015; with 4 bonds and bearing interest rates ranging from 2.00% - 5.00%. The bond proceeds were used for the payoff of the outstanding balance of the capital lease with Lodi Unified School District described in Note 9. Associated with this bond is a premium of $2,005,317 and debt issuance costs of $767,482. Principal and interest payments are due yearly beginning August 1, 2016. Final maturity is in August 2046. | 20,535,000 | - |
| Charter Fund, Inc. $3,500,000 loan, effective October 15, 2012, bearing interest at 1%, to provide general support for the management of the organization. Principal payments of $700,000 are due in 3 annual installments beginning in 2020 through 2022. This loan has the potential to be forgiven annually through 2017, if specific milestones are met. $700,000 and $1,400,000 of this note was forgiven in 2016 and 2015, respectively. | 1,400,000 | 2,100,000 |
| California School Finance Authority $4,758,509 loan, effective June 27, 2007, bearing interest at 2.202%, for the construction of Rosa Parks Academy in Stockton under Proposition 47. Interest only payments of varying amounts are due annually. Principal and interest payments totaling $231,795 are due annually. Final maturity is in 2037. | 3,864,039 | 4,007,587 |

| | 2016 | 2015 |
|---|---|---|
| Charter Fund, Inc. $1,000,000 loan, effective January 25, 2009, bearing interest at 4.1%, to provide general support for the management of the organization. Beginning in 2010 through 2017, interest only payments of $41,000 were due annually. Principal payments of $500,000 were due in both 2016 and 2017. Final maturity was in 2017; however this note was paid in full as of June 30, 2016. | - | 1,000,000 |
| California Department of Education loans for fifteen schools. Loans range from $150,000 to $250,000 with interest rates from .24% to .55%. Principal is payable in five annual installments ranging from $20,000 to $67,500, per loan. The loans were paid in full as of June 30, 2016. | - | 402,496 |
| California School Finance Authority $9,834,913 loan ($457,251 issued in 2009/10, $5,262,400 issued in 2010/11, and $4,115,262 issued in 2012/13), bearing interest at 2%, for the construction of Aspire Ollin University College Preparatory campus in Los Angeles under Proposition 55. Beginning July 2014, interest only payments of varying amounts are due annually. In addition, a principal and interest payment of $462,139 is due annually. Final maturity is in 2042. In the year ended June 30, 2016 the Organization returned $508,102 of the outstanding balance as it was not used for the project. | 8,790,620 | 9,569,472 |
| California School Finance Authority $8,229,438 loan ($3,459,764 issued in 2013/14 and $4,769,674 issued in 2015/16), bearing interest at 2%, for the construction of a new campus for Aspire Antonio Maria Lugo Academy in Los Angeles under Proposition 1D. Beginning July 2017, interest and principal payments of $376,730 are due annually. Final Maturity is in 2045. | 8,229,438 | 3,459,764 |
| California School Finance Authority $3,706,191 loan issued in 2015/16, effective date and payment terms to be determined upon conversion to final apportionment for a new campus to be built for Aspire ERES Academy in Oakland under Proposition 1D. The interest rate will be approximately the state's borrowing rate and repayment will commence starting one-year after the new facility is opened. The principal will then be amortized over 30 years. Interest is not charged until the repayment period begins. The school is expected to be completed in the 2017/18 fiscal year. | 3,706,191 | - |
| CSGF Revolving Facilities Loan Fund LLC loan up to $3,500,000, executed on April 8, 2015 and $2,500,000 had been issued to date. The loan had an interest rate of 3.75% per annum with interest not due until maturity which was on September 30, 2016, however the loan was paid in full as of June 30, 2016. | - | 2,500,000 |

| | 2016 | 2015 |
|---|---|---|
| Pacific West Communities loan in the amount of $1,500,000 executed on April 8, 2015. The loan had an interest rate of 30-day LIBOR plus 3.5% with a floor of 4.0%. The interest rate at June 30, 2015 was 4.0%. The loan was paid in full as of June 30, 2016. | - | 1,500,000 |
| College for Certain Series 2010 School Facility Revenue Bonds (2010 Bonds) in the amount of $93,295,000 were issued effective April 1, 2010; with 7 bonds and bearing interest rates ranging from 5.00% - 6.375%. The bond proceeds were used for the construction of new campuses. Principal and interest payments were due yearly beginning July 1, 2014. The 2010 Bonds were defeased via issuance of the College for Certain Series 2016 School Facility Revenue Bonds. | - | 91,805,000 |
| Subtotal | 129,695,288 | 116,344,319 |
| Unamortized premiums and debt issuance costs | 10,296,076 | (3,311,858) |
| Less current portions | (2,069,925) | (2,070,896) |
| Total Long-Term Debt | $ 137,921,439 | $ 110,733,163 |

On February 25, 2016, the Organization issued $83,170,000 of bonds (2016 Bonds), as mentioned above. The proceeds, in addition to the net premium of $9,207,961, were used to advance refund $83,360,000 of the outstanding 2010 Bonds. The proceeds were deposited in an irrevocable trust with an escrow agent to pay the future debt service on the refunded bonds. As a result, the 2010 Bonds are considered defeased and the liability for those bonds has been removed from the Consolidated Statement of Financial Position. The remaining proceeds were used to fund required reserve accounts.

The reacquisition price (amount placed in escrow to repay the 2010 Bonds) exceeded the net carrying amount of those bonds and the unamortized portion of debt issuance costs, by $15,753,640. The loss on this transaction is reflected on the Consolidated Statement of Activities for the year ended June 30, 2016.

At June 30, 2016, the outstanding balance of the defeased 2010 Bonds was $95,864,103. The bonds will be redeemed on their January 1, 2019 call date.

Future payments relating to debt are as follows as of June 30, 2016:

| Year Ending June 30, | Principal | Interest | Total |
|---|---|---|---|
| 2017 | $ 2,069,925 | $ 5,357,520 | $ 7,427,445 |
| 2018 | 2,383,977 | 5,546,200 | 7,830,177 |
| 2019 | 2,348,759 | 5,479,472 | 7,828,231 |
| 2020 | 3,138,844 | 5,393,789 | 8,532,633 |
| 2021 | 3,244,239 | 5,295,698 | 8,539,937 |
| Thereafter | 116,609,544 | 82,164,763 | 198,774,307 |
| Total | $ 129,695,288 | $ 109,237,442 | $ 238,932,730 |

Aspire Public Schools (the Obligated Group under the 2015 Bonds and 2016 Bonds) must meet several financial covenants as a requirement of the Bonds, commencing the year ending June 30, 2017.

***Revolving Line of Credit***

On October 28, 2014, the Organization obtained a $10,000,000 revolving line of credit, which had a balance of $700,000 and $0 at June 30, 2016 and 2015, respectively. Advances on the credit line are payable on demand and carry an interest rate equal to the greater of the Prime Rate or 3.25%. The interest rate was 3.5% and 3.25% at June 30, 2016 and 2015, respectively. The credit line is secured by substantially all assets of the Organization.

## 9. CAPITALIZATION OF CONSTRUCTION DEBT INTEREST

While a facility is under construction, a portion of interest is capitalized into its cost. In summary, the capitalization of interest is applicable to the amount of interest that could have been avoided had the Organization not undertaken the building of a capital asset. The Organization evaluates capitalization of interest at the individual site level since the cash from one site would not be used to pay down the debt on another site.

The amount of capitalizable interest is determined by applying the debt interest rate to the average amount of accumulated expenditures for the building during the year. Interest costs of $5,398,285 and $6,745,944 were incurred related to debt during the years ended June 30, 2016 and 2015, respectively. During the years ended June 30, 2016 and 2015, $64,574 and $8,912 of interest was capitalized, respectively.

## 10. LEASE COMMITMENTS

### *Operating leases*

The Organization leases buildings for administrative offices in Oakland and Stockton and leases land and buildings for school sites in Berkeley, East Palo Alto, Empire, Los Angeles, Modesto, Oakland, Sacramento, Stockton, and Memphis under various operating leases. The Organization also leases copiers at various school sites. It is unlikely that the Organization will cancel any of these leases before they expire. The aggregate minimum rental payments required under the terms of all operating leases as of June 30, 2016 are as follows:

| Year Ending June 30, | Minimum Payments |
|---|---|
| 2017 | $ 3,823,912 |
| 2018 | 3,728,804 |
| 2019 | 3,406,946 |
| 2020 | 1,946,138 |
| 2021 | 936,161 |
| Thereafter | 10,468,975 |
| Total | $ 24,310,936 |

Rental expense under operating leases was $3,465,715 and $3,480,818 for the years ended June 30, 2016 and 2015, respectively.

### *Capital lease*

The Organization entered into a capital lease with Lodi Unified School District from January 1, 2005 through August 1, 2032. The leased property was being depreciated over the term of the lease and depreciation expense for the leased property was included in the total depreciation expense. On December 1, 2015, as discussed in Note 6 and 8 the Organization paid the capital lease balance in full and purchased the property for one dollar. The outstanding balance of the capital lease as of June 30, 2015 was $15,990,000.

## 11. EMPLOYEE BENEFIT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California and Tennessee. Classified employees in California are members of the California Public Employees' Retirement System (CalPERS), and certificated employees working at California Schools are members of the California State Teachers' Retirement System (CalSTRS). Certificated employees working at Tennessee schools are members of the Tennessee Consolidated Retirement System (TCRS). All employees who are not members of these plans must contribute to the federal Social Security system. The Organization also has three 403(b) plans as of the year ended June 30, 2016.

***California Public Employees' Retirement System (CalPERS)***

| | |
|---|---|
| Plan name: | California Public Employees' Retirement System (CalPERS) State & Schools |
| Plan's EIN: | 94-6207465 |
| Market value of assets: | $56,911 |
| Actuarial accrued liability: | $71,651 |
| Funded status: | 65-80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2015, the most recent information available.

Plan Description

The Organization participates in the Schools Pool (the CalPERS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. CalPERS acts as a common investment and administrative agent for participating entities within the State of California. CalPERS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calpers.ca.gov.

Benefits Provided

The benefits for the CalPERS Plan are established by contract, in accordance with the provisions of the California Public Employees' Retirement Law (PERL). The benefits are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. PEPRA made significant changes to the benefit structure that primarily affect members first hired to perform CalPERS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalPERS Plan has two benefit structures: 1) CalPERS 2% at 55 – Members first hired on or before December 31, 2012, to perform CalPERS creditable activities, and 2) CalPERS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalPERS creditable activities. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 50 with a minimum of five years of CalPERS-credited service, while members hired after January 1, 2013, must be at least age 52 with a minimum of five years of service.

Contributions

Section 20814(c) of the PERL requires that the employer contribution rates for all employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Contribution rates for the CalPERS Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The CalPERS Plan's actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Classic plan members, defined as a member who joined CalPERS prior to January 1, 2013, are required to contribute 7% of their salary (7% of monthly salary over $133.33 if the member participates in Social Security). New members who joined CalPERS for the first time on or after January 1, 2013 are required to contribute 6% of their salary. The required employer contribution rate for fiscal years ended June 30, 2016 and 2015

were 11.847% and 11.771% of annual payroll, respectively. The contribution requirements of the plan members are established by state statute. For the fiscal year 2017, the Organization is required to contribute 13.888% of annual payroll.

***California State Teachers' Retirement System (CalSTRS):***

| | |
|---|---|
| Plan name: | California State Teachers' Retirement System (CalSTRS) |
| Plan's EIN: | 94-6291617 |
| Actuarial value of assets: | $165,553 |
| Actuarial accrued liability: | $241,753 |
| Funded status: | 65-80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2015, the most recent actuarial valuation date.

Plan Description

The Organization participates in the State Teachers' Retirement Plan (the CalSTRS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. CalSTRS acts as a common investment and administrative agent for participating entities within the State of California. CalSTRS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calstrs.com.

Benefits Provided

The benefits for the CalSTRS Plan are established by contract, in accordance with the provisions of the State Teachers' Retirement Law. Benefits are based on members' years of service, age, final compensation, and a benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalSTRS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalSTRS Plan has two benefit structures: 1) CalSTRS 2% at 60 – Members first hired on or before December 31, 2012, to perform CalSTRS creditable activities, and 2) CalSTRS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalSTRS creditable activities. The 2 percent, also known as the age factor, refers to the percentage of final compensation received as a retirement benefit for each year of service credit. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 60 with a minimum of five years of CalSTRS-credited service, while members hired after January 1, 2013, must be at least age 62 with five years of service.

Contributions

Assembly Bill 1469 (AB 1469), signed into law as a part of the State of California's (the State) 2014-15 budget, increases contributions to the CalSTRS Plan from members, employers, and the State over the next seven years, effective July 1, 2014. School employer contributions will increase from 8.25% to a total of 19.1% of covered payroll over the seven-year period. Active plan members are required to contribute 8.56% or 9.2 % of their salary, depending on when they were hired. The required employer contribution rates for the fiscal years ended June 30, 2016 and 2015 were 10.73% and 8.88% of annual payroll, respectively. For the fiscal year 2017, the Organization is required to contribute 12.58% of annual payroll.

***Tennessee Consolidated Retirement System (TCRS):***

**Legacy Plan:**

| | |
|---|---|
| Plan name: | Tennessee Consolidated Retirement System (TCRS) Legacy Plan: Teachers |
| Plan's EIN: | 62-6001445 |
| Actuarial value of assets: | $21,040 |
| Actuarial accrued liability: | $21,309 |
| Funded status: | At least 80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2015, the most recent actuarial valuation date.

Plan Description

The Organization contributes to the Tennessee Consolidated Retirement System (TCRS) Legacy Plan, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan for all employees hired on or before June 30, 2014 administered by the Tennessee Department of Treasury. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. TCRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the TCRS annual financial report may be obtained from the State of Tennessee Treasury Department, 502 Deaderick Street, Nashville, Tennessee, 37243.

Funding Policy

Active plan members are required to contribute 5% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the TCRS Board of Trustees. The required employer contribution rate for the fiscal years ended June 30, 2016 and 2015 was 9.04% of annual payroll. The contribution requirements of the plan members are established by state statute. For the fiscal year 2017, the Organization is required to contribute 9.04% of annual payroll.

**Hybrid Plan:**

| | |
|---|---|
| Plan name: | TCRS Hybrid Pension Plan with Cost Controls |
| Plan's EIN: | 62-6001445 |
| Actuarial value of assets: | $15,745 |
| Actuarial accrued liability: | $14,653 |
| Funded status: | Over 100% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2015, the most recent actuarial valuation date.

Plan Description

In the fiscal year ended June 30, 2015, TCRS created a new Hybrid Pension Plan with Cost Controls for all eligible new hires hired on or after July 1, 2014. This plan is a combination of a Defined Benefit and Defined Contribution plan to help provide a sustainable plan going forward, control employer pension cost, and control unfunded liabilities related to pension plans.

Contributions

Under the defined benefit portion of this plan, active plan members are required to contribute 5% of their salary and the Organization is required to contribute 4% of plan member's annual payroll. Under the defined contribution portion of this plan, employees contribute 2% of their salary, which employees can opt out of if they choose, and the Organization is required to contribute 5% of active member's annual payroll.

The Organization's contributions to these employee benefits plans were as follows:

| | 2016 | 2015 |
|---|---|---|
| CalPERS | $ 2,919,241 | $ 2,407,936 |
| CalSTRS | $ 6,145,506 | $ 4,291,551 |
| TCRS Legacy | $ 301,861 | $ 366,599 |
| TCRS Hybrid | $ 260,408 | $ 108,893 |

Contributions to all plans equal 100% of the required contributions for each year.

**Other Defined Contribution Plans:**

During the fiscal year ended June 30, 2014, CalPERS informed the Organization that employees at three schools, Aspire Junior Collegiate Academy, Aspire Titan Academy, and Aspire Centennial College Preparatory Academy, would not be eligible for CalPERS benefits. The matter is currently being negotiated; however in October 2014, as a response to this decision from CalPERS, Aspire created a new 403(b) retirement plan, the Aspire Public Schools 403(b) CA Plan (CA Plan) to allow all California employees not eligible for CalPERS or CalSTRS to be eligible to receive discretionary employer contributions. All employees of the Organization are eligible to participate in the CA Plan, but only employees not eligible for any other employee benefit plan may receive employer contributions. The Organization contributed $104,069 and $41,121 to the CA Plan in the years ended June 30, 2016 and 2015, respectively.

The Organization also offers a 403(b) retirement plan for TN LLC employees, the Aspire Public Schools 403(b) TN Plan (TN Plan). All employees who normally work more than 20 hours a week and are not already enrolled in the TCRP retirement plan are eligible to participate in the TN Plan. The Organization will match a discretionary portion of the employers contributions, determined on an annual basis. The Organization contributed $120,560 and $32,859 to the TN Plan for the years ended June 30, 2016 and 2015, respectively.

The Organization also offers a 403(b) plan, the Aspire Public Schools 403(b) Plan, for all employees within the Organization. This plan does not allow employer contributions.

## 12. RESTRICTED NET ASSETS

At June 30, 2016 and 2015, temporarily restricted net assets consisted of unexpended grants restricted for various purposes. The Organization accrued a liability for a portion of grant funding that is due to be returned to the grantor, as the Organization did not spend the entire amount of grant funds associated with a specific project that was completed during the year ended June 30, 2015. These funds totaling $463,543 are shown as a reduction of temporarily restricted net assets on the statements of activities for the year ended June 30, 2015.

Temporarily restricted net assets are to be used for the following purposes:

| | 2016 | 2015 |
|---|---|---|
| Construction of facilities | $ 9,766,190 | $ 10,631,102 |
| School expansion | 4,419,436 | 7,356,423 |
| Clean energy projects | 4,145,311 | 3,268,032 |
| Aspire University development | 3,553,351 | - |
| School improvement programs | 1,117,987 | 4,151,665 |
| Other school programs | 341,603 | 453,988 |
| Organizational stability | - | 7,000,000 |
| Total | $ 23,343,878 | $ 32,861,210 |

## 13. JOINT VENTURES

For their California schools, the Organization participates in a joint venture under a joint powers agreement (JPAs) with the California Charter School Joint Powers Authority, doing business as charterSAFE (SAFE).

SAFE arranges for and provides workers' compensation, property, and liability insurance coverage for their members, respectively. The JPA is governed by boards consisting of a representative from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

SUMMARY OF JPA COVERAGE

1. **Workers' Compensation**

| | |
|---|---|
| JPA's SIR: | $1,000,000 |
| Excess Insurance: | To statutory limits |

2. **Property**

| | |
|---|---|
| Organization | |
| Deductible: | $1,000 |
| Coverage: | |
| Building: | $132,424,679 |
| Contents: | $5,186,652 |
| Data processing: | $7,303,547 |
| Extra expense: | $1,000,000 |
| Business income: | $1,000,000 |
| Excess Insurance: | None |

3. **Liability**

| | |
|---|---|
| Organization | |
| Deductible: | $0 - $5,000 |
| Coverage | |
| (SAFE- SIR) | $1,000,000 |
| (Insurance Company of the State of PA) | |
| | $1,000,001 to $5,000,000 |
| (SAFE) | $5,000,001 to $25,000,000 |

Complete separate financial statements for the JPA may be obtained from:

SAFE 250 E. 1st Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for SAFE are as follows:

| | June 30, 2016 (Unaudited) |
|---|---|
| Total Assets | $ 20,693,056 |
| Total Liabilities | $ 16,720,186 |
| Net Assets | 3,972,870 |
| Total Liabilities and Equity | $ 20,693,056 |
| Total Revenues | $ 19,000,252 |
| Total Expenses | 17,545,217 |
| Net Increase in Net Assets | $ 1,455,035 |

## 14. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

## 15. RELATED-PARTY TRANSACTIONS

The Organization's CFO was a Board Member of charterSAFE (see Note 13) during the 2014/15 and 2015/16 fiscal year. The Organization paid $1,054,609 and $1,387,211 in premiums to charterSAFE during the years ended June 30, 2016 and 2015, respectively.

The Organization's Board of Directors and their respective companies contributed $4,025,605 in the year ended June 30, 2015, to support the Organization's ongoing operations and growth, with the most significant contribution of $3,710,919 in 2015 from the Pyramid Peak Foundation.

The Organization was member of a coalition of Charter Management Organizations (CMO's) called The College Ready Promise (TCRP) designed to pool resources of schools that share the same objective of graduating all students college ready. TCRP was made up of four partnering CMO's: Aspire Public Schools, Alliance College-Ready Public Schools, Green Dot Public Schools, and Partnerships to Uplift Communities. TCRP's board of directors was made up of the top executives from each CMO, including the Organization's former CEO. TCRP's goal was to gain funding from foundations across the country, and disburse it to its members in order to assist them in carrying out their common goals. TCRP granted $23,646 in private funding to the Organization in the year ended June 30, 2015. TCRP has dissolved and is no longer a related party to the Organization.

# SUPPLEMENTARY INFORMATION

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION, BY REGION
## JUNE 30, 2016



| | School Operations | | | | | Administration | |
|---|---|---|---|---|---|---|---|
| | Bay Area Schools | Central Valley Schools | LA Schools | Tennessee Schools | Non Active Schools | National Office | Total School Activity |
| **CURRENT ASSETS:** | | | | | | | |
| Cash and cash equivalents | $ 14,308,638 | $ 16,442,734 | $ 15,331,334 | $ 835,305 | $ 611,128 | $ 221,138 | $ 47,750,277 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - |
| Accounts receivable | 7,013,305 | 6,875,083 | 6,637,879 | 2,157,249 | 157,757 | 875,277 | 23,716,550 |
| Foundation grants receivable, current portion | - | - | - | 4,000,000 | - | 156,250 | 4,156,250 |
| Prepaid expenses and deposits | 118,289 | 130,925 | 62,249 | 1,195 | 17,888 | 591,378 | 921,924 |
| Intercompany receivable | - | 29,893 | - | 121,125 | - | 1,092,795 | 1,243,813 |
| Total current assets | 21,440,232 | 23,478,635 | 22,031,462 | 7,114,874 | 786,773 | 2,936,838 | 77,788,814 |
| **NON-CURRENT ASSETS:** | | | | | | | |
| Restricted cash and cash equivalents | 4,535,103 | - | - | - | - | - | 4,535,103 |
| Foundation grants receivable, net | 3,000,000 | - | - | - | - | - | 3,000,000 |
| Deferred rent | 255,084 | 669,084 | 152,498 | - | - | - | 1,076,666 |
| Property and equipment, net | 7,014,592 | 11,754,411 | 34,749,461 | 1,274,485 | 3,296,444 | 306,634 | 58,396,027 |
| Other assets, net | - | - | - | - | - | 473,216 | 473,216 |
| **TOTAL ASSETS** | $ 36,245,011 | $ 35,902,130 | $ 56,933,421 | $ 8,389,359 | $ 4,083,217 | $ 3,716,688 | $ 145,269,826 |
| **CURRENT LIABILITIES:** | | | | | | | |
| Accounts payable | $ 1,594,534 | $ 1,220,822 | $ 814,396 | $ 281,901 | $ 254,019 | $ 1,018,206 | $ 5,183,878 |
| Accrued expenses | 1,488,274 | 1,349,873 | 1,844,085 | 796,518 | 37,650 | 2,011,958 | 7,528,358 |
| Line of credit | - | - | - | 700,000 | - | - | 700,000 |
| Debt, current | - | 146,709 | 473,216 | - | - | - | 619,925 |
| Intercompany payable | 206,247 | 274,505 | 157,755 | 40,143 | - | 121,125 | 799,775 |
| Total current liabilities | 3,289,055 | 2,991,909 | 3,289,452 | 1,818,562 | 291,669 | 3,151,289 | 14,831,936 |
| **LONG-TERM LIABILITIES:** | | | | | | | |
| Deferred rent | - | - | 797,336 | - | 209,718 | - | 1,007,054 |
| Debt, net | 3,706,191 | 3,717,330 | 16,546,842 | - | - | 1,400,000 | 25,370,363 |
| Total liabilities | 6,995,246 | 6,709,239 | 20,633,630 | 1,818,562 | 501,387 | 4,551,289 | 41,209,353 |
| **NET ASSETS:** | | | | | | | |
| Unrestricted | 18,070,572 | 27,200,389 | 34,405,820 | 2,151,371 | 3,581,830 | (1,140,036) | 84,269,946 |
| Temporarily restricted | 11,179,193 | 1,992,502 | 1,893,971 | 4,419,426 | - | 305,435 | 19,790,527 |
| Total net assets | 29,249,765 | 29,192,891 | 36,299,791 | 6,570,797 | 3,581,830 | (834,601) | 104,060,473 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 36,245,011 | $ 35,902,130 | $ 56,933,421 | $ 8,389,359 | $ 4,083,217 | $ 3,716,688 | $ 145,269,826 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION, BY REGION
## JUNE 30, 2016



| | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | |
| Cash and cash equivalents | $ 1,440,740 | $ - | $ - | $ 49,191,017 |
| Restricted cash and cash equivalents | - | 2,742,925 | - | 2,742,925 |
| Accounts receivable | 204,811 | - | - | 23,921,361 |
| Foundation grants receivable, current portion | 2,421,301 | - | - | 6,577,551 |
| Prepaid expenses and deposits | 10,300 | - | - | 932,224 |
| Intercompany receivable | - | 638,494 | (1,882,307) | - |
| Total current assets | 4,077,152 | 3,381,419 | (1,882,307) | 83,365,078 |
| **NON-CURRENT ASSETS:** | | | | |
| Restricted cash and cash equivalents | - | 10,171,314 | - | 14,706,417 |
| Foundation grants receivable, net | 856,509 | - | - | 3,856,509 |
| Deferred rent | - | - | (1,076,666) | - |
| Property and equipment, net | - | 99,465,055 | (1,032,128) | 156,828,954 |
| Other assets, net | - | - | - | 473,216 |
| **TOTAL ASSETS** | $ 4,933,661 | $ 113,017,788 | $ (3,991,101) | $ 259,230,174 |
| **CURRENT LIABILITIES:** | | | | |
| Accounts payable | $ 8,736 | $ 1,183,239 | $ - | $ 6,375,853 |
| Accrued expenses | - | 1,999,423 | - | 9,527,781 |
| Line of credit | - | - | - | 700,000 |
| Debt, current | - | 1,450,000 | - | 2,069,925 |
| Intercompany payable | - | 1,082,532 | (1,882,307) | - |
| Total current liabilities | 8,736 | 5,715,194 | (1,882,307) | 18,673,559 |
| **LONG-TERM LIABILITIES:** | | | | |
| Deferred rent | - | 866,948 | (1,076,666) | 797,336 |
| Debt, net | - | 112,551,076 | - | 137,921,439 |
| Total liabilities | 8,736 | 119,133,218 | (2,958,973) | 157,392,334 |
| **NET ASSETS:** | | | | |
| Unrestricted | 1,371,574 | (6,115,430) | (1,032,128) | 78,493,962 |
| Temporarily restricted | 3,553,351 | - | - | 23,343,878 |
| Total net assets | 4,924,925 | (6,115,430) | (1,032,128) | 101,837,840 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 4,933,661 | $ 113,017,788 | $ (3,991,101) | $ 259,230,174 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES, BY REGION
## YEAR ENDED JUNE 30, 2016



| | School Operations | | | | | Administration | |
|---|---|---|---|---|---|---|---|
| CHANGES IN UNRESTRICTED NET ASSETS | Bay Area Schools | Central Valley Schools | LA Schools | Tennessee Schools | Non Active Schools | National Office | Total School Activity |
| **SUPPORT AND REVENUE:** | | | | | | | |
| Private grants and contributions | $ 505,718 | $ 108,727 | $ 850 | $ 234,378 | $ - | $ 2,243,579 | $ 3,093,252 |
| Donated equipment, materials, and services | 147,867 | 6,000 | - | - | - | 5,058 | 158,925 |
| Federal revenue | 6,020,101 | 4,558,938 | 6,991,388 | 2,180,401 | 232,204 | 4,705,783 | 24,688,815 |
| California State revenue | | | | | | | |
| State aid portion of general purpose funding | 23,809,620 | 28,572,249 | 26,144,630 | - | - | - | 78,526,499 |
| All other state revenue | 4,667,258 | 6,694,211 | 4,223,760 | - | 2,249 | - | 15,587,478 |
| Tennessee State revenue | | | | | | | |
| Basic education program funding | - | - | - | 9,987,738 | - | - | 9,987,738 |
| Local revenue: | | | | | | | |
| Cash in-lieu of property taxes | 7,751,643 | 7,443,465 | 8,465,643 | - | - | - | 23,660,751 |
| Interest income | 18,318 | 2,032 | - | - | - | (24) | 20,326 |
| All other local revenue | 414,977 | 991,457 | 292,798 | 363,426 | 43 | 1,357,855 | 3,420,556 |
| Subtotal | 43,335,502 | 48,377,079 | 46,119,069 | 12,765,943 | 234,496 | 8,312,251 | 159,144,340 |
| Net assets released from restrictions | 14,177,506 | 10,243,313 | 15,314,567 | 3,631,302 | - | 12,484,699 | 55,851,387 |
| Total support and revenue | 57,513,008 | 58,620,392 | 61,433,636 | 16,397,245 | 234,496 | 20,796,950 | 214,995,727 |
| **EXPENSES AND LOSSES** | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | |
| Educational programs | 43,565,091 | 47,246,374 | 46,722,326 | 11,255,639 | 579,117 | - | 149,368,547 |
| **SUPPORTING SERVICES:** | | | | | | | |
| Site support | 1,023,429 | 835,076 | 884,501 | 3,107,023 | - | 9,326,261 | 15,176,290 |
| Development and expansion | 349,075 | 288,676 | 290,647 | 1,200,231 | - | 6,883,921 | 9,012,550 |
| Administration and general | 139,161 | 125,128 | 110,926 | 512,825 | - | 3,346,901 | 4,234,941 |
| Cost allocations | 1,681,997 | 4,443,260 | 586,712 | - | (3,060,015) | (3,651,954) | - |
| Total supporting services | 3,193,662 | 5,692,140 | 1,872,786 | 4,820,079 | (3,060,015) | 15,905,129 | 28,423,781 |
| Total expenses | 46,758,753 | 52,938,514 | 48,595,112 | 16,075,718 | (2,480,898) | 15,905,129 | 177,792,328 |
| Loss on debt extinguishment | - | - | - | - | - | - | - |
| Total expenses and losses | 46,758,753 | 52,938,514 | 48,595,112 | 16,075,718 | (2,480,898) | 15,905,129 | 177,792,328 |
| **TRANSFERS BETWEEN AFFILIATES** | (2,964,662) | 186,241 | (46,350) | - | - | (5,232,505) | (8,057,276) |
| **Increase (Decrease) in Unrestricted Net Assets** | 7,789,593 | 5,868,119 | 12,792,174 | 321,527 | 2,715,394 | (340,684) | 29,146,123 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | |
| Private grants and contributions | 2,041,265 | - | - | 689,525 | - | 557,106 | 3,287,896 |
| Federal and state revenue | 12,618,176 | 11,784,439 | 14,979,134 | 110,000 | 1,059 | - | 39,492,808 |
| Interfund transfers | (205,135) | (616,565) | (846,501) | - | (1,059) | 1,669,260 | - |
| Net assets released from restrictions | (14,177,506) | (10,243,313) | (15,314,567) | (3,631,302) | - | (12,484,699) | (55,851,387) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 276,800 | 924,561 | (1,181,934) | (2,831,777) | - | (10,258,333) | (13,070,683) |
| **INCREASE (DECREASE) IN NET ASSETS** | 8,066,393 | 6,792,680 | 11,610,240 | (2,510,250) | 2,715,394 | (10,599,017) | 16,075,440 |
| **NET ASSETS - Beginning of Year** | 21,183,372 | 22,400,211 | 24,689,551 | 9,081,047 | 866,436 | 9,764,416 | 87,985,033 |
| **NET ASSETS - End of Year** | $ 29,249,765 | $ 29,192,891 | $ 36,299,791 | $ 6,570,797 | $ 3,581,830 | $ (834,601) | $ 104,060,473 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES, BY REGION
## YEAR ENDED JUNE 30, 2016



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | |
| Private grants and contributions | $ 2,862,230 | $ - | $ (1,574,697) | $ 4,380,785 |
| Donated equipment, materials, and services | - | - | - | 158,925 |
| Federal revenue | - | - | (648,573) | 24,040,242 |
| California State revenue | | | | |
| State aid portion of general purpose funding | - | - | - | 78,526,499 |
| All other state revenue | - | - | - | 15,587,478 |
| Tennessee State revenue | | | | |
| Basic education program funding | - | - | - | 9,987,738 |
| Local revenue: | | | | |
| Cash in-lieu of property taxes | - | - | - | 23,660,751 |
| Interest income | - | 6,859 | - | 27,185 |
| All other local revenue | 1,592,486 | 3,203,687 | (5,687,758) | 2,528,971 |
| Subtotal | 4,454,716 | 3,210,546 | (7,911,028) | 158,898,574 |
| Net assets released from restrictions | 501,746 | - | - | 56,353,133 |
| Total support and revenue | 4,956,462 | 3,210,546 | (7,911,028) | 215,251,707 |
| **EXPENSES AND LOSSES** | | | | |
| **PROGRAM EXPENSES:** | | | | |
| Educational programs | - | 7,280,022 | (3,203,686) | 153,444,883 |
| **SUPPORTING SERVICES:** | | | | |
| Site support | 1,409,285 | - | (2,260,262) | 14,325,313 |
| Development and expansion | 1,590,751 | - | (2,447,080) | 8,156,221 |
| Administration and general | 584,852 | - | - | 4,819,793 |
| Cost allocations | - | - | - | - |
| Total supporting services | 3,584,888 | - | (4,707,342) | 27,301,327 |
| Total expenses | 3,584,888 | 7,280,022 | (7,911,028) | 180,746,210 |
| Loss on debt extinguishment | - | 15,753,640 | - | 15,753,640 |
| Total expenses and losses | 3,584,888 | 23,033,662 | (7,911,028) | 196,499,850 |
| **TRANSFERS BETWEEN AFFILIATES** | - | 8,057,276 | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 1,371,574 | (11,765,840) | - | 18,751,857 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | |
| Private grants and contributions | 4,055,097 | - | - | 7,342,993 |
| Federal and state revenue | - | - | - | 39,492,808 |
| Interfund transfers | - | - | - | - |
| Net assets released from restrictions | (501,746) | - | - | (56,353,133) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 3,553,351 | - | - | (9,517,332) |
| **INCREASE (DECREASE) IN NET ASSETS** | 4,924,925 | (11,765,840) | - | 9,234,525 |
| **NET ASSETS - Beginning of Year** | - | 5,650,410 | (1,032,128) | 92,603,315 |
| **NET ASSETS - End of Year** | $ 4,924,925 | $ (6,115,430) | $ (1,032,128) | $ 101,837,840 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2016



| | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Aspire Richmond California College Prep Academy * | Aspire Richmond Technology Academy ** | Aspire Golden State College Prep Academy | Aspire ERES Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 1,265,272 | $ 1,566,967 | $ 3,153,569 | $ 552,020 | $ 2,274,060 | $ 135,149 | $ 28,571 | $ 808,272 | $ 3,884,743 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 723,316 | 1,080,592 | 1,088,876 | 463,438 | 768,699 | 345,001 | 587,093 | 872,365 | 451,893 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | 19,613 | - | 6,000 | 12,238 | 10,819 | 2,089 | 3,465 | 4,765 | - |
| Intercompany receivable | - | - | - | - | - | - | - | - | - |
| Total current assets | 2,008,201 | 2,647,559 | 4,248,445 | 1,027,696 | 3,053,578 | 482,239 | 619,129 | 1,685,402 | 4,336,636 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | 1,952,524 | - | - | - | - | - | 2,582,579 |
| Foundation grants receivable, net | - | - | 1,000,000 | 1,000,000 | - | - | - | - | - |
| Deferred rent | - | 84,839 | 68,018 | - | - | - | - | 102,227 | - |
| Property and equipment, net | 186,281 | 151,649 | 1,391,456 | 189,080 | 88,674 | 295,704 | 282,061 | 2,978,125 | 1,187,653 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 2,194,482 | $ 2,884,047 | $ 8,660,443 | $ 2,216,776 | $ 3,142,252 | $ 777,943 | $ 901,190 | $ 4,765,754 | $ 8,106,868 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 38,036 | $ 88,009 | $ 1,028,089 | $ 23,242 | $ 52,364 | $ 29,353 | $ 122,814 | $ 43,601 | $ 40,883 |
| Accrued expenses | 142,446 | 171,782 | 234,378 | 110,788 | 185,323 | 162,608 | 112,368 | 137,650 | 74,392 |
| Line of credit | - | - | - | - | - | - | - | - | - |
| Debt, current | - | - | - | - | - | - | - | - | - |
| Intercompany payable | - | 69,317 | 55,978 | - | - | - | - | 80,952 | - |
| Total current liabilities | 180,482 | 329,108 | 1,318,445 | 134,030 | 237,687 | 191,961 | 235,182 | 262,203 | 115,275 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | - | - | - | - | - | - | - | - | 3,706,191 |
| Total liabilities | 180,482 | 329,108 | 1,318,445 | 134,030 | 237,687 | 191,961 | 235,182 | 262,203 | 3,821,466 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,803,602 | 2,291,496 | 3,046,722 | 1,007,753 | 2,693,617 | 585,982 | 619,989 | 4,293,403 | 441,074 |
| Temporarily restricted | 210,398 | 263,443 | 4,295,276 | 1,074,993 | 210,948 | - | 46,019 | 210,148 | 3,844,328 |
| Total net assets | 2,014,000 | 2,554,939 | 7,341,998 | 2,082,746 | 2,904,565 | 585,982 | 666,008 | 4,503,551 | 4,285,402 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 2,194,482 | $ 2,884,047 | $ 8,660,443 | $ 2,216,776 | $ 3,142,252 | $ 777,943 | $ 901,190 | $ 4,765,754 | $ 8,106,868 |

* On June 30, 2015, Aspire California College Prep Academy closed its charter, and on July 1, 2015 students transferred to the newly opened Aspire Richmond California College Prep Academy. Net assets from the former school of $355,134 were transferred to the new school on July 1, 2015.

** Aspire Richmond Technology Academy was a new charter that opened in the 2015/16 school year. Net assets of $258,889 were transferred from California Non Active Sites to Aspire Richmond Technology Academy on July 1, 2015.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2016



| | Aspire College Academy | Bay Area Regional Office | Total Bay Area Region | Aspire Vincent Shalvey Academy | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Capitol Heights Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 557,030 | $ 82,985 | $ 14,308,638 | $ 1,802,694 | $ 1,470,464 | $ 1,224,800 | $ 559,057 | $ 1,128,925 | $ 753,926 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 583,732 | 48,300 | 7,013,305 | 482,980 | 126,151 | 386,043 | 519,697 | 852,441 | 530,063 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | 11,000 | 48,300 | 118,289 | 6,000 | 8,311 | 28,696 | 6,257 | 8,500 | 13,765 |
| Intercompany receivable | - | - | - | - | - | - | - | - | - |
| Total current assets | 1,151,762 | 179,585 | 21,440,232 | 2,291,674 | 1,604,926 | 1,639,539 | 1,085,011 | 1,989,866 | 1,297,754 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | 4,535,103 | - | - | - | - | - | - |
| Foundation grants receivable, net | 1,000,000 | - | 3,000,000 | - | - | - | - | - | - |
| Deferred rent | - | - | 255,084 | - | - | - | 100,759 | 236,060 | - |
| Property and equipment, net | 263,909 | - | 7,014,592 | 403,982 | 76,281 | 324,094 | 163,590 | 81,045 | 89,016 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 2,415,671 | $ 179,585 | $ 36,245,011 | $ 2,695,656 | $ 1,681,207 | $ 1,963,633 | $ 1,349,360 | $ 2,306,971 | $ 1,386,770 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 57,393 | $ 70,750 | $ 1,594,534 | $ 38,083 | $ 49,425 | $ 121,698 | $ 39,297 | $ 51,037 | $ 86,497 |
| Accrued expenses | 94,636 | 61,903 | 1,488,274 | 101,814 | 58,732 | 106,411 | 106,438 | 119,830 | 85,418 |
| Line of credit | - | - | - | - | - | - | - | - | - |
| Debt, current | - | - | - | - | - | - | - | - | - |
| Intercompany payable | - | - | 206,247 | - | - | - | - | - | - |
| Total current liabilities | 152,029 | 132,653 | 3,289,055 | 139,897 | 108,157 | 228,109 | 145,735 | 170,867 | 171,915 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | - | - | 3,706,191 | - | - | - | - | - | - |
| Total liabilities | 152,029 | 132,653 | 6,995,246 | 139,897 | 108,157 | 228,109 | 145,735 | 170,867 | 171,915 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,240,002 | 46,932 | 18,070,572 | 2,111,719 | 1,354,651 | 1,654,340 | 1,202,459 | 2,034,058 | 1,139,210 |
| Temporarily restricted | 1,023,640 | - | 11,179,193 | 444,040 | 218,399 | 81,184 | 1,166 | 102,046 | 75,645 |
| Total net assets | 2,263,642 | 46,932 | 29,249,765 | 2,555,759 | 1,573,050 | 1,735,524 | 1,203,625 | 2,136,104 | 1,214,855 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 2,415,671 | $ 179,585 | $ 36,245,011 | $ 2,695,656 | $ 1,681,207 | $ 1,963,633 | $ 1,349,360 | $ 2,306,971 | $ 1,386,770 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2016



| | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep Academy | Aspire Alexander Twilight Secondary Academy | Aspire APEX Academy | Central Valley Regional Office | Total Central Valley Region |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 2,111,878 | $ 1,943,025 | $ 1,908,086 | $ 636,869 | $ 1,130,782 | $ 748,580 | $ 730,939 | $ 292,709 | $ 16,442,734 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 466,722 | 988,352 | 547,665 | 248,555 | 590,351 | 627,035 | 468,794 | 40,234 | 6,875,083 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | 3,368 | - | 25,000 | 10,000 | 9,850 | - | 11,178 | - | 130,925 |
| Intercompany receivable | - | - | - | - | 29,893 | - | - | - | 29,893 |
| Total current assets | 2,581,968 | 2,931,377 | 2,480,751 | 895,424 | 1,760,876 | 1,375,615 | 1,210,911 | 332,943 | 23,478,635 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | - | 124,279 | 74,724 | - | 73,650 | 59,612 | - | - | 669,084 |
| Property and equipment, net | 9,338,287 | 159,594 | 99,902 | 73,907 | 366,864 | 252,799 | 265,344 | 59,706 | 11,754,411 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 11,920,255 | $ 3,215,250 | $ 2,655,377 | $ 969,331 | $ 2,201,390 | $ 1,688,026 | $ 1,476,255 | $ 392,649 | $ 35,902,130 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 98,884 | $ 137,772 | $ 63,832 | $ 58,757 | $ 156,152 | $ 180,244 | $ 87,295 | $ 51,849 | $ 1,220,822 |
| Accrued expenses | 83,041 | 164,970 | 103,688 | 102,439 | 78,136 | 89,594 | 73,773 | 75,589 | 1,349,873 |
| Line of credit | - | - | - | - | - | - | - | - | - |
| Debt, current | 146,709 | - | - | - | - | - | - | - | 146,709 |
| Intercompany payable | - | 100,593 | 57,363 | - | 56,549 | 60,000 | - | - | 274,505 |
| Total current liabilities | 328,634 | 403,335 | 224,883 | 161,196 | 290,837 | 329,838 | 161,068 | 127,438 | 2,991,909 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | 3,717,330 | - | - | - | - | - | - | - | 3,717,330 |
| Total liabilities | 4,045,964 | 403,335 | 224,883 | 161,196 | 290,837 | 329,838 | 161,068 | 127,438 | 6,709,239 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 7,790,585 | 2,601,063 | 2,290,314 | 730,773 | 1,718,942 | 1,173,539 | 1,133,525 | 265,211 | 27,200,389 |
| Temporarily restricted | 83,706 | 210,852 | 140,180 | 77,362 | 191,611 | 184,649 | 181,662 | - | 1,992,502 |
| Total net assets | 7,874,291 | 2,811,915 | 2,430,494 | 808,135 | 1,910,553 | 1,358,188 | 1,315,187 | 265,211 | 29,192,891 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 11,920,255 | $ 3,215,250 | $ 2,655,377 | $ 969,331 | $ 2,201,390 | $ 1,688,026 | $ 1,476,255 | $ 392,649 | $ 35,902,130 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2016



| | Aspire Antonio Maria Lugo Academy | Aspire Ollin University Preparatory Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy | Aspire Inskeep Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 1,618,935 | $ 1,015,681 | $ 1,462,760 | $ 1,319,340 | $ 1,243,500 | $ 1,629,486 | $ 1,660,200 | $ 835,746 | $ 1,198,641 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 915,412 | 782,559 | 621,930 | 444,194 | 1,053,088 | 477,833 | 506,627 | 422,362 | 347,907 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | - | 14,790 | 3,245 | - | 2,225 | 3,033 | 3,570 | - | - |
| Intercompany receivable | - | - | - | - | - | - | - | - | - |
| Total current assets | 2,534,347 | 1,813,030 | 2,087,935 | 1,763,534 | 2,298,813 | 2,110,352 | 2,170,397 | 1,258,108 | 1,546,548 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | - | - | 59,825 | 61,313 | 31,360 | - | - | - | - |
| Property and equipment, net | 16,209,747 | 17,623,550 | 49,139 | 104,592 | 163,840 | 52,529 | 52,342 | 30,688 | 29,868 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 18,744,094 | $ 19,436,580 | $ 2,196,899 | $ 1,929,439 | $ 2,494,013 | $ 2,162,881 | $ 2,222,739 | $ 1,288,796 | $ 1,576,416 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 94,005 | $ 197,383 | $ 75,213 | $ 164,312 | $ 51,089 | $ 46,022 | $ 44,002 | $ 24,823 | $ 25,646 |
| Accrued expenses | 197,590 | 231,033 | 123,962 | 129,128 | 166,616 | 138,253 | 166,848 | 136,107 | 116,926 |
| Line of credit | - | - | - | - | - | - | - | - | - |
| Debt, current | 212,141 | 261,075 | - | - | - | - | - | - | - |
| Intercompany payable | - | - | 46,066 | 47,193 | 64,496 | - | - | - | - |
| Total current liabilities | 503,736 | 689,491 | 245,241 | 340,633 | 282,201 | 184,275 | 210,850 | 160,930 | 142,572 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | 8,017,297 | 8,529,545 | - | - | - | - | - | - | - |
| Total liabilities | 8,521,033 | 9,219,036 | 245,241 | 340,633 | 282,201 | 184,275 | 210,850 | 160,930 | 142,572 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 10,027,647 | 10,117,865 | 1,707,717 | 1,346,322 | 2,018,969 | 1,783,940 | 1,810,575 | 966,118 | 1,268,612 |
| Temporarily restricted | 195,414 | 99,679 | 243,941 | 242,484 | 192,843 | 194,666 | 201,314 | 161,748 | 165,232 |
| Total net assets | 10,223,061 | 10,217,544 | 1,951,658 | 1,588,806 | 2,211,812 | 1,978,606 | 2,011,889 | 1,127,866 | 1,433,844 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 18,744,094 | $ 19,436,580 | $ 2,196,899 | $ 1,929,439 | $ 2,494,013 | $ 2,162,881 | $ 2,222,739 | $ 1,288,796 | $ 1,576,416 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2016



| | Aspire Slauson Academy | Aspire Centennial College Preparatory Academy | LA Regional Office | Total LA Region | California Non Active Sites *** | National Office | Total Aspire Public Schools | Aspire Hanley School #1 | Aspire Hanley School #2 |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 979,553 | $ 2,007,395 | $ 360,097 | $ 15,331,334 | $ 1,185,677 | $ 221,138 | $ 47,489,521 | $ 87,780 | $ 37,580 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 401,984 | 663,983 | - | 6,637,879 | 128,639 | 875,277 | 21,530,183 | 754,919 | 859,617 |
| Foundation grants receivable, current portion | - | - | - | - | - | 156,250 | 156,250 | - | - |
| Prepaid expenses and deposits | - | - | 35,386 | 62,249 | 5,700 | 591,378 | 908,541 | - | - |
| Intercompany receivable | - | - | - | - | - | 1,092,795 | 1,122,688 | 48,951 | 36,242 |
| Total current assets | 1,381,537 | 2,671,378 | 395,483 | 22,031,462 | 1,320,016 | 2,936,838 | 71,207,183 | 891,650 | 933,439 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | 4,535,103 | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | 3,000,000 | - | - |
| Deferred rent | - | - | - | 152,498 | - | - | 1,076,666 | - | - |
| Property and equipment, net | 28,130 | 354,224 | 50,812 | 34,749,461 | 2,821,328 | 306,634 | 56,646,426 | 362,901 | 306,990 |
| Other assets, net | - | - | - | - | - | 473,216 | 473,216 | - | - |
| **TOTAL ASSETS** | $ 1,409,667 | $ 3,025,602 | $ 446,295 | $ 56,933,421 | $ 4,141,344 | $ 3,716,688 | $136,938,594 | $ 1,254,551 | $ 1,240,429 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 32,669 | $ 35,221 | $ 24,011 | $ 814,396 | $ 235,668 | $ 1,018,206 | $ 4,883,626 | $ 62,086 | $ 49,201 |
| Accrued expenses | 102,987 | 235,953 | 98,682 | 1,844,085 | 24,103 | 2,011,958 | 6,718,293 | 163,467 | 123,566 |
| Line of credit | - | - | - | - | - | - | - | 350,000 | 350,000 |
| Debt, current | - | - | - | 473,216 | - | - | 619,925 | - | - |
| Intercompany payable | - | - | - | 157,755 | - | 121,125 | 759,632 | - | - |
| Total current liabilities | 135,656 | 271,174 | 122,693 | 3,289,452 | 259,771 | 3,151,289 | 12,981,476 | 575,553 | 522,767 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | 797,336 | - | 797,336 | 209,718 | - | 1,007,054 | - | - |
| Debt, net | - | - | - | 16,546,842 | - | 1,400,000 | 25,370,363 | - | - |
| Total liabilities | 135,656 | 1,068,510 | 122,693 | 20,633,630 | 469,489 | 4,551,289 | 39,358,893 | 575,553 | 522,767 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,111,648 | 1,922,805 | 323,602 | 34,405,820 | 3,671,855 | (1,140,036) | 82,208,600 | 602,723 | 717,662 |
| Temporarily restricted | 162,363 | 34,287 | - | 1,893,971 | - | 305,435 | 15,371,101 | 76,275 | - |
| Total net assets | 1,274,011 | 1,957,092 | 323,602 | 36,299,791 | 3,671,855 | (834,601) | 97,579,701 | 678,998 | 717,662 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,409,667 | $ 3,025,602 | $ 446,295 | $ 56,933,421 | $ 4,141,344 | $ 3,716,688 | $136,938,594 | $ 1,254,551 | $ 1,240,429 |

*** As noted on Page 46, beginning net assets of $258,889 associated with Aspire Richmond Technology Academy were included in California Non Active Sites ending net assets at June 30, 2015. Additionally, on June 30, 2015 Aspire Huntington Park Charter School closed its charter and the ending net assets of $886,436 were transferred to California Non Active Sites on July 1, 2015.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2016



| | Aspire Coleman Elementary School | Tennessee Non Active Sites | Tennessee Regional Office | Total Aspire TN, LLC | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | |
| Cash and cash equivalents | $ 571,697 | $ (574,549) | $ 138,248 | $ 260,756 | $ 1,440,740 | $ - | $ - | $ 49,191,017 |
| Restricted cash and cash equivalents | - | - | - | - | - | 2,742,925 | - | 2,742,925 |
| Accounts receivable | 496,117 | 29,118 | 46,596 | 2,186,367 | 204,811 | - | - | 23,921,361 |
| Foundation grants receivable, current portion | - | - | 4,000,000 | 4,000,000 | 2,421,301 | - | - | 6,577,551 |
| Prepaid expenses and deposits | 595 | 12,188 | 600 | 13,383 | 10,300 | - | - | 932,224 |
| Intercompany receivable | 7,239 | - | 28,693 | 121,125 | - | 638,494 | (1,882,307) | - |
| Total current assets | 1,075,648 | (533,243) | 4,214,137 | 6,581,631 | 4,077,152 | 3,381,419 | (1,882,307) | 83,365,078 |
| **NON-CURRENT ASSETS:** | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | 10,171,314 | - | 14,706,417 |
| Foundation grants receivable, net | - | - | - | - | 856,509 | - | - | 3,856,509 |
| Deferred rent | - | - | - | - | - | - | (1,076,666) | - |
| Property and equipment, net | 425,927 | 475,116 | 178,667 | 1,749,601 | - | 99,465,055 | (1,032,128) | 156,828,954 |
| Other assets, net | - | - | - | - | - | - | - | 473,216 |
| **TOTAL ASSETS** | $ 1,501,575 | $ (58,127) | $ 4,392,804 | $ 8,331,232 | $ 4,933,661 | $113,017,788 | $ (3,991,101) | $259,230,174 |
| **CURRENT LIABILITIES:** | | | | | | | | |
| Accounts payable | $ 88,445 | $ 18,351 | $ 82,169 | $ 300,252 | $ 8,736 | $ 1,183,239 | $ - | $ 6,375,853 |
| Accrued expenses | 157,823 | 13,547 | 351,662 | 810,065 | - | 1,999,423 | - | 9,527,781 |
| Line of credit | - | - | - | 700,000 | - | - | - | 700,000 |
| Debt, current | - | - | - | - | - | 1,450,000 | - | 2,069,925 |
| Intercompany payable | - | - | 40,143 | 40,143 | - | 1,082,532 | (1,882,307) | - |
| Total current liabilities | 246,268 | 31,898 | 473,974 | 1,850,460 | 8,736 | 5,715,194 | (1,882,307) | 18,673,559 |
| **LONG-TERM LIABILITIES:** | | | | | | | | |
| Deferred rent | - | - | - | - | - | 866,948 | (1,076,666) | 797,336 |
| Debt, net | - | - | - | - | - | 112,551,076 | - | 137,921,439 |
| Total liabilities | 246,268 | 31,898 | 473,974 | 1,850,460 | 8,736 | 119,133,218 | (2,958,973) | 157,392,334 |
| **NET ASSETS:** | | | | | | | | |
| Unrestricted | 211,750 | (90,025) | 619,236 | 2,061,346 | 1,371,574 | (6,115,430) | (1,032,128) | 78,493,962 |
| Temporarily restricted | 1,043,557 | - | 3,299,594 | 4,419,426 | 3,553,351 | - | - | 23,343,878 |
| Total net assets | 1,255,307 | (90,025) | 3,918,830 | 6,480,772 | 4,924,925 | (6,115,430) | (1,032,128) | 101,837,840 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,501,575 | $ (58,127) | $ 4,392,804 | $ 8,331,232 | $ 4,933,661 | $113,017,788 | $ (3,991,101) | $259,230,174 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2016



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Aspire Richmond California College Prep Academy * | Aspire Richmond Technology Academy ** | Aspire Golden State College Prep Academy | Aspire ERES Academy |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 1,295 | $ 10,650 | $ 469,225 | $ 1,565 | $ - | $ 16,913 | $ 2,310 | $ 100 | $ 2,660 |
| Donated equipment, materials, and services | - | - | 147,867 | - | - | - | - | - | - |
| Federal revenue | 568,663 | 712,586 | 966,353 | 325,786 | 658,819 | 760,715 | 595,176 | 637,138 | 386,872 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 2,275,709 | 3,054,646 | 4,827,852 | 1,813,769 | 2,725,070 | 1,421,684 | 1,447,594 | 3,200,130 | 1,148,258 |
| All other state revenue | 538,138 | 636,834 | 768,826 | 350,259 | 387,044 | 303,179 | 198,066 | 807,015 | 278,769 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 779,248 | 1,040,282 | 1,099,732 | 544,592 | 1,052,564 | 535,757 | 572,435 | 1,131,284 | 434,445 |
| Interest income | - | - | 17,566 | 752 | - | - | - | - | - |
| All other local revenue | 9,314 | 74,726 | 59,232 | 11,084 | 107,445 | 58,080 | 34,896 | 28,134 | 31,432 |
| Subtotal | 4,172,367 | 5,529,724 | 8,356,653 | 3,047,807 | 4,930,942 | 3,096,328 | 2,850,477 | 5,803,801 | 2,282,436 |
| Net assets released from restrictions | 963,367 | 1,288,850 | 1,771,280 | 504,666 | 1,037,166 | 364,334 | 575,277 | 6,682,383 | 633,054 |
| Total support and revenue | 5,135,734 | 6,818,574 | 10,127,933 | 3,552,473 | 5,968,108 | 3,460,662 | 3,425,754 | 12,486,184 | 2,915,490 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 4,174,828 | 5,315,244 | 8,701,428 | 2,836,395 | 4,897,107 | 3,493,147 | 2,635,394 | 6,093,555 | 2,472,901 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | - | - |
| Program development and expansion | - | - | - | - | - | - | - | - | - |
| Administration and general | - | - | - | - | - | - | - | - | - |
| Cost allocations | 692,054 | 877,028 | 595,428 | 312,968 | 599,736 | (263,334) | 204,260 | 78,588 | 200,158 |
| Total supporting services | 692,054 | 877,028 | 595,428 | 312,968 | 599,736 | (263,334) | 204,260 | 78,588 | 200,158 |
| Total expenses | 4,866,882 | 6,192,272 | 9,296,856 | 3,149,363 | 5,496,843 | 3,229,813 | 2,839,654 | 6,172,143 | 2,673,059 |
| Loss on debt extinguishment | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 4,866,882 | 6,192,272 | 9,296,856 | 3,149,363 | 5,496,843 | 3,229,813 | 2,839,654 | 6,172,143 | 2,673,059 |
| **TRANSFERS BETWEEN AFFILIATES** | - | (15,450) | (15,450) | - | - | - | - | (2,933,762) | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 268,852 | 610,852 | 815,627 | 403,110 | 471,265 | 230,849 | 586,100 | 3,380,279 | 242,431 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | 10,000 | - | 31,265 | 1,000,000 | - | - | - | - | - |
| Federal and state revenue | 935,736 | 1,443,129 | 1,925,684 | 583,887 | 1,144,633 | 330,973 | 200,791 | 1,252,419 | 4,386,633 |
| Interfund transfers | (46,792) | (1,316) | (88,005) | (106,970) | (63,118) | 33,360 | 195,505 | (68,167) | (26,110) |
| Net assets released from restrictions | (963,367) | (1,288,850) | (1,771,280) | (504,666) | (1,037,166) | (364,334) | (575,277) | (6,682,383) | (633,054) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (64,423) | 152,963 | 97,664 | 972,251 | 44,349 | (1) | (178,981) | (5,498,131) | 3,727,469 |
| **INCREASE (DECREASE) IN NET ASSETS** | 204,429 | 763,815 | 913,291 | 1,375,361 | 515,614 | 230,848 | 407,119 | (2,117,852) | 3,969,900 |
| **NET ASSETS - Beginning of Year** | 1,809,571 | 1,791,124 | 6,428,707 | 707,385 | 2,388,951 | 355,134 | 258,889 | 6,621,403 | 315,502 |
| **NET ASSETS - End of Year** | $ 2,014,000 | $ 2,554,939 | $ 7,341,998 | $ 2,082,746 | $ 2,904,565 | $ 585,982 | $ 666,008 | $ 4,503,551 | $ 4,285,402 |

* On June 30, 2015, Aspire California College Prep Academy closed its charter, and on July 1, 2015 students transferred to the newly opened Aspire Richmond California College Prep Academy. Net assets from the former school of $355,134 were transferred to the new school on July 1, 2015.

** Aspire Richmond Technology Academy was a new charter that opened in the 2015/16 school year. Beginning net assets of $258,889 were included in California Non Active Sites ending net assets at June 30, 2015.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2016



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire College Academy | Bay Area Regional Office | Total Bay Area Region | Aspire Vincent Shalvey Academy | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Capitol Heights Academy |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 1,000 | $ - | $ 505,718 | $ 61,802 | $ 584 | $ 1,095 | $ 21,097 | $ 8,608 | $ 5,729 |
| Donated equipment, materials, and services | - | - | 147,867 | - | - | - | - | 6,000 | - |
| Federal revenue | 335,991 | 72,002 | 6,020,101 | 145,157 | 79,859 | 384,371 | 436,763 | 408,644 | 328,015 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,894,908 | - | 23,809,620 | 1,759,014 | 1,259,390 | 2,276,340 | 1,968,041 | 3,411,507 | 1,572,769 |
| All other state revenue | 399,128 | - | 4,667,258 | 491,617 | 186,419 | 578,796 | 547,886 | 964,975 | 328,293 |
| Tennessee State revenue: | | | - | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | - | | | | | | |
| Cash in-lieu of property taxes | 561,304 | - | 7,751,643 | 593,834 | 354,824 | 327,396 | 602,016 | 1,117,302 | 485,390 |
| Interest income | - | - | 18,318 | 28 | 195 | 303 | (54) | (52) | - |
| All other local revenue | 634 | - | 414,977 | 90,957 | 25,112 | 102,713 | 63,885 | 169,107 | 48,573 |
| Subtotal | 3,192,965 | 72,002 | 43,335,502 | 3,142,409 | 1,906,383 | 3,671,014 | 3,639,634 | 6,086,091 | 2,768,769 |
| Net assets released from restrictions | 357,129 | - | 14,177,506 | 546,146 | 409,390 | 713,424 | 926,389 | 1,024,857 | 661,364 |
| Total support and revenue | 3,550,094 | 72,002 | 57,513,008 | 3,688,555 | 2,315,773 | 4,384,438 | 4,566,023 | 7,110,948 | 3,430,133 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 2,945,092 | - | 43,565,091 | 3,054,834 | 2,092,068 | 3,618,396 | 3,623,652 | 5,420,808 | 2,858,248 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | 1,023,429 | 1,023,429 | - | - | - | - | - | - |
| Program development and expansion | - | 349,075 | 349,075 | - | - | - | - | - | - |
| Administration and general | - | 139,161 | 139,161 | - | - | - | - | - | - |
| Cost allocations | 386,498 | (2,001,387) | 1,681,997 | 357,449 | 127,760 | 523,036 | 1,388,824 | 2,783,266 | 335,752 |
| Total supporting services | 386,498 | (489,722) | 3,193,662 | 357,449 | 127,760 | 523,036 | 1,388,824 | 2,783,266 | 335,752 |
| Total expenses | 3,331,590 | (489,722) | 46,758,753 | 3,412,283 | 2,219,828 | 4,141,432 | 5,012,476 | 8,204,074 | 3,194,000 |
| Loss on debt extinguishment | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 3,331,590 | (489,722) | 46,758,753 | 3,412,283 | 2,219,828 | 4,141,432 | 5,012,476 | 8,204,074 | 3,194,000 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | (2,964,662) | - | - | - | 670,765 | (422,724) | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 218,504 | 561,724 | 7,789,593 | 276,272 | 95,945 | 243,006 | 224,312 | (1,515,850) | 236,133 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | 1,000,000 | - | 2,041,265 | - | - | - | - | - | - |
| Federal and state revenue | 414,291 | - | 12,618,176 | 992,805 | 613,065 | 793,292 | 925,031 | 1,158,843 | 721,174 |
| Interfund transfers | (33,522) | - | (205,135) | (45,710) | (31,777) | (48,001) | (46,814) | (81,896) | (33,662) |
| Net assets released from restrictions | (357,129) | - | (14,177,506) | (546,146) | (409,390) | (713,424) | (926,389) | (1,024,857) | (661,364) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 1,023,640 | - | 276,800 | 400,949 | 171,898 | 31,867 | (48,172) | 52,090 | 26,148 |
| **INCREASE (DECREASE) IN NET ASSETS** | 1,242,144 | 561,724 | 8,066,393 | 677,221 | 267,843 | 274,873 | 176,140 | (1,463,760) | 262,281 |
| **NET ASSETS - Beginning of Year** | 1,021,498 | (514,792) | 21,183,372 | 1,878,538 | 1,305,207 | 1,460,651 | 1,027,485 | 3,599,864 | 952,574 |
| **NET ASSETS - End of Year** | $ 2,263,642 | $ 46,932 | $ 29,249,765 | $ 2,555,759 | $ 1,573,050 | $ 1,735,524 | $ 1,203,625 | $ 2,136,104 | $ 1,214,855 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2016



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep Academy | Aspire Alexander Twilight Secondary Academy | Aspire APEX Academy | Central Valley Regional Office | Total Central Valley Region |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 897 | $ 475 | $ 288 | $ - | $ 7,004 | $ 938 | $ 210 | $ - | $ 108,727 |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | - | 6,000 |
| Federal revenue | 270,595 | 459,986 | 269,231 | 391,586 | 518,381 | 476,669 | 349,447 | 40,234 | 4,558,938 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 2,493,277 | 4,523,837 | 2,343,212 | 1,416,963 | 1,943,764 | 1,831,781 | 1,772,354 | - | 28,572,249 |
| All other state revenue | 254,940 | 986,428 | 561,311 | 215,350 | 616,184 | 562,698 | 399,314 | - | 6,694,211 |
| Tennessee State revenue: | | | | | | | | | - |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 391,220 | 726,565 | 410,606 | 714,793 | 735,109 | 675,260 | 309,150 | - | 7,443,465 |
| Interest income | 295 | 547 | 303 | 174 | 59 | - | 234 | - | 2,032 |
| All other local revenue | 44,156 | 123,083 | 102,033 | 89,567 | 65,522 | 41,755 | 24,994 | - | 991,457 |
| Subtotal | 3,455,380 | 6,820,921 | 3,686,984 | 2,828,433 | 3,886,023 | 3,589,101 | 2,855,703 | 40,234 | 48,377,079 |
| Net assets released from restrictions | 637,801 | 1,221,213 | 1,087,214 | 616,640 | 921,531 | 907,456 | 569,888 | - | 10,243,313 |
| Total support and revenue | 4,093,181 | 8,042,134 | 4,774,198 | 3,445,073 | 4,807,554 | 4,496,557 | 3,425,591 | 40,234 | 58,620,392 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,242,822 | 6,225,690 | 3,916,405 | 2,849,727 | 3,968,157 | 3,718,073 | 2,657,494 | - | 47,246,374 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | 835,076 | 835,076 |
| Program development and expansion | - | - | - | - | - | - | - | 288,676 | 288,676 |
| Administration and general | - | - | - | - | - | - | - | 125,128 | 125,128 |
| Cost allocations | 242,344 | 629,853 | 345,659 | 288,263 | 367,457 | 155,110 | 474,649 | (3,576,162) | 4,443,260 |
| Total supporting services | 242,344 | 629,853 | 345,659 | 288,263 | 367,457 | 155,110 | 474,649 | (2,327,282) | 5,692,140 |
| Total expenses | 3,485,166 | 6,855,543 | 4,262,064 | 3,137,990 | 4,335,614 | 3,873,183 | 3,132,143 | (2,327,282) | 52,938,514 |
| Loss on debt extinguishment | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 3,485,166 | 6,855,543 | 4,262,064 | 3,137,990 | 4,335,614 | 3,873,183 | 3,132,143 | (2,327,282) | 52,938,514 |
| **TRANSFERS BETWEEN AFFILIATES** | - | (15,450) | (15,450) | - | (15,450) | (15,450) | - | - | 186,241 |
| **Increase (Decrease) in Unrestricted Net Assets** | 608,015 | 1,171,141 | 496,684 | 307,083 | 456,490 | 607,924 | 293,448 | 2,367,516 | 5,868,119 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | - | - | - | - | - | - |
| Federal and state revenue | 710,667 | 1,353,047 | 1,220,805 | 674,430 | 1,003,968 | 983,935 | 633,377 | - | 11,784,439 |
| Interfund transfers | (40,441) | (84,553) | (44,472) | (28,856) | (47,915) | (46,300) | (36,168) | - | (616,565) |
| Net assets released from restrictions | (637,801) | (1,221,213) | (1,087,214) | (616,640) | (921,531) | (907,456) | (569,888) | - | (10,243,313) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 32,425 | 47,281 | 89,119 | 28,934 | 34,522 | 30,179 | 27,321 | - | 924,561 |
| **INCREASE (DECREASE) IN NET ASSETS** | 640,440 | 1,218,422 | 585,803 | 336,017 | 491,012 | 638,103 | 320,769 | 2,367,516 | 6,792,680 |
| **NET ASSETS - Beginning of Year** | 7,233,851 | 1,593,493 | 1,844,691 | 472,118 | 1,419,541 | 720,085 | 994,418 | (2,102,305) | 22,400,211 |
| **NET ASSETS - End of Year** | $ 7,874,291 | $ 2,811,915 | $ 2,430,494 | $ 808,135 | $ 1,910,553 | $ 1,358,188 | $ 1,315,187 | $ 265,211 | $ 29,192,891 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2016



| | Aspire Antonio Maria Lugo Academy | Aspire Ollin College Prep Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy | Aspire Inskeep Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CHANGES IN UNRESTRICTED NET ASSETS** | | | | | | | | | |
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ - | $ - | $ 300 | $ - | $ 100 | $ - | $ - | $ - | $ - |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | - | - |
| Federal revenue | 1,014,467 | 594,121 | 642,783 | 542,700 | 958,374 | 552,408 | 621,176 | 484,855 | 501,293 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 2,340,855 | 3,519,254 | 1,689,592 | 1,820,607 | 2,898,950 | 2,263,018 | 2,259,761 | 2,002,697 | 1,824,447 |
| All other state revenue | 177,516 | 404,333 | 436,502 | 473,655 | 659,898 | 293,790 | 287,522 | 249,317 | 257,843 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 800,397 | 1,071,613 | 575,134 | 615,408 | 907,697 | 778,029 | 774,726 | 681,372 | 625,124 |
| Interest income | - | - | - | - | - | - | - | - | - |
| All other local revenue | 39,133 | 29,995 | 8,807 | 9,273 | 70,462 | 46,104 | 58,250 | 5,047 | 2,709 |
| Subtotal | 4,372,368 | 5,619,316 | 3,353,118 | 3,461,643 | 5,495,481 | 3,933,349 | 4,001,435 | 3,423,288 | 3,211,416 |
| Net assets released from restrictions | 6,729,842 | 1,310,182 | 639,336 | 569,167 | 1,122,798 | 1,041,859 | 938,937 | 825,954 | 784,593 |
| Total support and revenue | 11,102,210 | 6,929,498 | 3,992,454 | 4,030,810 | 6,618,279 | 4,975,208 | 4,940,372 | 4,249,242 | 3,996,009 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 4,755,974 | 6,580,956 | 3,273,136 | 3,460,024 | 5,656,279 | 3,881,878 | 3,901,396 | 3,369,590 | 3,262,285 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | - | - |
| Program development and expansion | - | - | - | - | - | - | - | - | - |
| Administration and general | - | - | - | - | - | - | - | - | - |
| Cost allocations | (412,551) | 314,383 | 203,681 | 270,900 | 328,946 | 570,927 | 563,556 | 474,183 | 473,157 |
| Total supporting services | (412,551) | 314,383 | 203,681 | 270,900 | 328,946 | 570,927 | 563,556 | 474,183 | 473,157 |
| Total expenses | 4,343,423 | 6,895,339 | 3,476,817 | 3,730,924 | 5,985,225 | 4,452,805 | 4,464,952 | 3,843,773 | 3,735,442 |
| Loss on debt extinguishment | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 4,343,423 | 6,895,339 | 3,476,817 | 3,730,924 | 5,985,225 | 4,452,805 | 4,464,952 | 3,843,773 | 3,735,442 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | (15,450) | (15,450) | (15,450) | - | - | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 6,758,787 | 34,159 | 500,187 | 284,436 | 617,604 | 522,403 | 475,420 | 405,469 | 260,567 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | | | | | | | | | |
| Federal and state revenue | 5,692,601 | 1,423,263 | 755,529 | 730,568 | 1,208,083 | 1,029,543 | 983,515 | 867,388 | 823,530 |
| Interfund transfers | (303,251) | (68,941) | (85,516) | (113,608) | (54,708) | (48,739) | (11,767) | (38,629) | (40,124) |
| Net assets released from restrictions | (6,729,842) | (1,310,182) | (639,336) | (569,167) | (1,122,798) | (1,041,859) | (938,937) | (825,954) | (784,593) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (1,340,492) | 44,140 | 30,677 | 47,793 | 30,577 | (61,055) | 32,811 | 2,805 | (1,187) |
| **INCREASE (DECREASE) IN NET ASSETS** | 5,418,295 | 78,299 | 530,864 | 332,229 | 648,181 | 461,348 | 508,231 | 408,274 | 259,380 |
| **NET ASSETS - Beginning of Year** | 4,804,766 | 10,139,245 | 1,420,794 | 1,256,577 | 1,563,631 | 1,517,258 | 1,503,658 | 719,592 | 1,174,464 |
| **NET ASSETS - End of Year** | $ 10,223,061 | $ 10,217,544 | $ 1,951,658 | $ 1,588,806 | $ 2,211,812 | $ 1,978,606 | $ 2,011,889 | $ 1,127,866 | $ 1,433,844 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2016



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Slauson Academy | Aspire Centennial College Prep Academy | LA Regional Office | Total LA Region | California Non Active Sites *** | National Office | Total Aspire Public Schools | Aspire Hanley School #1 | Aspire Hanley School #2 |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ - | $ 450 | $ - | $ 850 | $ - | $ 2,243,579 | $ 2,858,874 | $ 55,874 | $ 77,991 |
| Donated equipment, materials, and services | - | - | - | - | - | 5,058 | 158,925 | - | - |
| Federal revenue | 465,520 | 542,805 | 70,886 | 6,991,388 | 148,094 | 4,705,783 | 22,424,304 | 781,065 | 733,360 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,841,518 | 3,683,931 | - | 26,144,630 | - | - | 78,526,499 | - | - |
| All other state revenue | 241,043 | 742,341 | - | 4,223,760 | 2,249 | - | 15,587,478 | - | - |
| Tennessee State revenue: | | | | | | | - | | |
| Basic education program funding | - | - | - | - | - | - | - | 3,509,509 | 2,897,822 |
| Local revenue: | | | | | | | - | | |
| Cash in-lieu of property taxes | 627,133 | 1,009,010 | - | 8,465,643 | - | - | 23,660,751 | - | - |
| Interest income | - | - | - | - | - | (24) | 20,326 | - | - |
| All other local revenue | 17,296 | 5,722 | - | 292,798 | 43 | 1,357,855 | 3,057,130 | 10,825 | 8,639 |
| Subtotal | 3,192,510 | 5,984,259 | 70,886 | 46,119,069 | 150,386 | 8,312,251 | 146,294,287 | 4,357,273 | 3,717,812 |
| Net assets released from restrictions | 796,280 | 555,619 | - | 15,314,567 | - | 12,484,699 | 52,220,085 | 598,730 | 555,000 |
| Total support and revenue | 3,988,790 | 6,539,878 | 70,886 | 61,433,636 | 150,386 | 20,796,950 | 198,514,372 | 4,956,003 | 4,272,812 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,186,203 | 5,394,605 | - | 46,722,326 | 404,982 | - | 137,938,773 | 4,082,957 | 3,422,490 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | 884,501 | 884,501 | - | 9,326,261 | 12,069,267 | 412,052 | 339,755 |
| Program development and expansion | - | - | 290,647 | 290,647 | - | 6,883,921 | 7,812,319 | - | - |
| Administration and general | - | - | 110,926 | 110,926 | - | 3,346,901 | 3,722,116 | - | - |
| Cost allocations | 461,371 | 582,407 | (3,244,248) | 586,712 | (3,060,015) | (3,651,954) | - | 412,650 | 339,999 |
| Total supporting services | 461,371 | 582,407 | (1,958,174) | 1,872,786 | (3,060,015) | 15,905,129 | 23,603,702 | 824,702 | 679,754 |
| Total expenses | 3,647,574 | 5,977,012 | (1,958,174) | 48,595,112 | (2,655,033) | 15,905,129 | 161,542,475 | 4,907,659 | 4,102,244 |
| Loss on debt extinguishment | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 3,647,574 | 5,977,012 | (1,958,174) | 48,595,112 | (2,655,033) | 15,905,129 | 161,542,475 | 4,907,659 | 4,102,244 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | - | (46,350) | - | (5,232,505) | (8,057,276) | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 341,216 | 562,866 | 2,029,060 | 12,792,174 | 2,805,419 | (340,684) | 28,914,621 | 48,344 | 170,568 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | | | | - | | 557,106 | 2,598,371 | - | - |
| Federal and state revenue | 816,356 | 648,758 | - | 14,979,134 | 1,059 | | 39,382,808 | 55,000 | 55,000 |
| Interfund transfers | (22,365) | (58,853) | - | (846,501) | (1,059) | 1,669,260 | - | 500,000 | 500,000 |
| Net assets released from restrictions | (796,280) | (555,619) | - | (15,314,567) | - | (12,484,699) | (52,220,085) | (598,730) | (555,000) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (2,289) | 34,286 | - | (1,181,934) | - | (10,258,333) | (10,238,906) | (43,730) | - |
| **INCREASE (DECREASE) IN NET ASSETS** | 338,927 | 597,152 | 2,029,060 | 11,610,240 | 2,805,419 | (10,599,017) | 18,675,715 | 4,614 | 170,568 |
| **NET ASSETS - Beginning of Year** | 935,084 | 1,359,940 | (1,705,458) | 24,689,551 | 866,436 | 9,764,416 | 78,903,986 | 674,384 | 547,094 |
| **NET ASSETS - End of Year** | $ 1,274,011 | $ 1,957,092 | $ 323,602 | $ 36,299,791 | $ 3,671,855 | $ (834,601) | $ 97,579,701 | $ 678,998 | $ 717,662 |

*** As noted on Page 46, beginning net assets of $258,889 associated with Aspire Richmond Technology Academy were included in California Non Active Sites ending net assets at June 30, 2015. Additionally, on June 30, 2015 Aspire Huntington Park Charter School closed its charter and net assets of $886,436 were transferred to California Non Active Sites on July 1, 2015.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2016



| | Aspire Coleman Elementary School | Tennessee Non Active Sites | Tennessee Regional Office | Total Aspire TN, LLC | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|---|---|---|---|
| **CHANGES IN UNRESTRICTED NET ASSETS** | | | | | | | | |
| **SUPPORT AND REVENUE:** | | | | | | | | |
| Private grants and contributions | $ 75,707 | $ - | $ 24,806 | $ 234,378 | $ 2,862,230 | $ - | $ (1,574,697) | $ 4,380,785 |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | 158,925 |
| Federal revenue | 420,583 | 84,110 | 245,393 | 2,264,511 | - | - | (648,573) | 24,040,242 |
| California State revenue: | | | | | | | | |
| State aid portion of general purpose funding | - | - | - | - | - | - | - | 78,526,499 |
| All other state revenue | - | - | - | - | - | - | - | 15,587,478 |
| Tennessee State revenue: | | | | | | - | | |
| Basic education program funding | 3,580,407 | - | - | 9,987,738 | - | - | - | 9,987,738 |
| Local revenue: | | | | | | | | |
| Cash in-lieu of property taxes | - | - | - | - | - | - | - | 23,660,751 |
| Interest income | - | - | - | - | - | 6,859 | - | 27,185 |
| All other local revenue | 13,651 | - | 330,311 | 363,426 | 1,592,486 | 3,203,687 | (5,687,758) | 2,528,971 |
| Subtotal | 4,090,348 | 84,110 | 600,510 | 12,850,053 | 4,454,716 | 3,210,546 | (7,911,028) | 158,898,574 |
| Net assets released from restrictions | 58,537 | - | 2,419,035 | 3,631,302 | 501,746 | - | - | 56,353,133 |
| Total support and revenue | 4,148,885 | 84,110 | 3,019,545 | 16,481,355 | 4,956,462 | 3,210,546 | (7,911,028) | 215,251,707 |
| **EXPENSES AND LOSSES** | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | |
| Educational programs | 3,750,192 | 174,135 | - | 11,429,774 | - | 7,280,022 | (3,203,686) | 153,444,883 |
| **SUPPORTING SERVICES:** | | | | | | | | |
| Site support | 420,764 | | 1,934,452 | 3,107,023 | 1,409,285 | - | (2,260,262) | 14,325,313 |
| Program development and expansion | - | - | 1,200,231 | 1,200,231 | 1,590,751 | - | (2,447,080) | 8,156,221 |
| Administration and general | - | - | 512,825 | 512,825 | 584,852 | - | | 4,819,793 |
| Cost allocations | 421,924 | - | (1,174,573) | - | - | - | - | - |
| Total supporting services | 842,688 | - | 2,472,935 | 4,820,079 | 3,584,888 | - | (4,707,342) | 27,301,327 |
| Total expenses | 4,592,880 | 174,135 | 2,472,935 | 16,249,853 | 3,584,888 | 7,280,022 | (7,911,028) | 180,746,210 |
| Loss on debt extinguishment | - | - | - | - | - | 15,753,640 | - | 15,753,640 |
| Total expenses and losses | 4,592,880 | 174,135 | 2,472,935 | 16,249,853 | 3,584,888 | 23,033,662 | (7,911,028) | 196,499,850 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | - | - | - | 8,057,276 | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (443,995) | (90,025) | 546,610 | 231,502 | 1,371,574 | (11,765,840) | - | 18,751,857 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | |
| Private grants and contributions | - | - | 689,525 | 689,525 | 4,055,097 | - | - | 7,342,993 |
| Federal and state revenue | - | - | - | 110,000 | - | - | - | 39,492,808 |
| Interfund transfers | - | - | (1,000,000) | - | - | - | - | - |
| Net assets released from restrictions | (58,537) | - | (2,419,035) | (3,631,302) | (501,746) | - | - | (56,353,133) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (58,537) | - | (2,729,510) | (2,831,777) | 3,553,351 | - | - | (9,517,332) |
| **INCREASE (DECREASE) IN NET ASSETS** | (502,532) | (90,025) | (2,182,900) | (2,600,275) | 4,924,925 | (11,765,840) | - | 9,234,525 |
| **NET ASSETS - Beginning of Year** | 1,757,839 | - | 6,101,730 | 9,081,047 | - | 5,650,410 | (1,032,128) | 92,603,315 |
| **NET ASSETS - End of Year** | $ 1,255,307 | $ (90,025) | $ 3,918,830 | $ 6,480,772 | $ 4,924,925 | $ (6,115,430) | $ (1,032,128) | $ 101,837,840 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2016



| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy | Aspire College Academy | Total Bay Area Region | Aspire Vincent Shalvey Academy |
| Certificated salaries | $ 1,637,082 | $ 2,066,376 | $ 3,395,133 | $ 1,212,208 | $ 2,238,685 | $ 1,578,194 | $ 1,000,141 | $ 2,296,702 | $ 1,057,229 | $ 1,238,656 | $ 17,720,406 | $ 1,512,857 |
| Classified salaries | 707,013 | 720,873 | 1,367,444 | 540,928 | 741,895 | 435,123 | 369,311 | 733,495 | 420,897 | 403,809 | 6,440,788 | 258,012 |
| Employee benefits | 651,995 | 768,595 | 1,349,439 | 460,459 | 875,414 | 478,526 | 302,591 | 825,807 | 374,137 | 458,753 | 6,545,716 | 497,256 |
| Books and supplies | 627,636 | 586,044 | 1,018,021 | 279,896 | 521,417 | 235,160 | 378,536 | 447,123 | 285,704 | 370,058 | 4,749,595 | 280,604 |
| Services and other operating expenses | 503,812 | 1,146,020 | 1,508,440 | 299,680 | 464,525 | 716,585 | 523,668 | 1,666,186 | 317,425 | 392,905 | 7,539,246 | 390,727 |
| Depreciation and amortization | 47,290 | 27,336 | 62,951 | 43,224 | 55,171 | 49,559 | 61,147 | 124,242 | 17,509 | 80,911 | 569,340 | 115,378 |
| Total | $ 4,174,828 | $ 5,315,244 | $ 8,701,428 | $ 2,836,395 | $ 4,897,107 | $ 3,493,147 | $ 2,635,394 | $ 6,093,555 | $ 2,472,901 | $ 2,945,092 | $ 43,565,091 | $ 3,054,834 |

| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep | Alexander Twilight Secondary Academy | Aspire APEX Academy |
| Certificated salaries | $ 974,637 | $ 1,603,658 | $ 1,587,547 | $ 2,146,688 | $ 1,251,751 | $ 1,408,786 | $ 2,505,838 | $ 1,485,694 | $ 1,372,430 | $ 1,529,124 | $ 1,531,964 | $ 1,109,150 |
| Classified salaries | 213,608 | 467,384 | 431,813 | 549,603 | 388,989 | 398,353 | 685,257 | 585,539 | 222,713 | 527,409 | 418,532 | 351,098 |
| Employee benefits | 342,997 | 584,437 | 557,895 | 764,608 | 497,121 | 518,171 | 945,736 | 633,557 | 492,114 | 575,201 | 581,076 | 437,259 |
| Books and supplies | 192,164 | 435,425 | 398,930 | 454,209 | 406,916 | 222,415 | 615,586 | 367,766 | 229,340 | 545,438 | 477,828 | 227,693 |
| Services and other operating expenses | 355,609 | 490,832 | 579,146 | 1,013,605 | 296,718 | 335,849 | 1,445,560 | 818,318 | 519,128 | 759,308 | 690,515 | 390,476 |
| Depreciation and amortization | 13,053 | 36,660 | 68,321 | 492,095 | 16,753 | 359,248 | 27,713 | 25,531 | 14,002 | 31,677 | 18,158 | 141,818 |
| Total | $ 2,092,068 | $ 3,618,396 | $ 3,623,652 | $ 5,420,808 | $ 2,858,248 | $ 3,242,822 | $ 6,225,690 | $ 3,916,405 | $ 2,849,727 | $ 3,968,157 | $ 3,718,073 | $ 2,657,494 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2016



| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin College Prep Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy | Aspire Inskeep Academy | Aspire Slauson Academy | Aspire Centennial College Prep Academy |
| Certificated salaries | $ 20,020,124 | $ 1,871,330 | $ 2,337,561 | $ 1,263,617 | $ 1,320,055 | $ 2,083,207 | $ 1,602,206 | $ 1,701,694 | $ 1,317,532 | $ 1,331,040 | $ 1,306,350 | $ 2,189,515 |
| Classified salaries | 5,498,310 | 570,577 | 1,063,728 | 472,278 | 440,974 | 862,048 | 695,441 | 603,841 | 724,819 | 643,827 | 622,664 | 748,710 |
| Employee benefits | 7,427,428 | 654,816 | 968,477 | 431,679 | 435,467 | 802,060 | 651,107 | 647,287 | 509,132 | 527,071 | 511,231 | 753,562 |
| Books and supplies | 4,854,314 | 758,803 | 750,612 | 445,078 | 494,011 | 579,763 | 545,325 | 559,994 | 546,716 | 474,333 | 471,123 | 694,375 |
| Services and other operating expenses | 8,085,791 | 418,374 | 891,116 | 643,378 | 743,822 | 1,284,676 | 377,392 | 378,211 | 257,546 | 271,290 | 260,691 | 963,746 |
| Depreciation and amortization | 1,360,407 | 482,074 | 569,462 | 17,106 | 25,695 | 44,525 | 10,407 | 10,369 | 13,845 | 14,724 | 14,144 | 44,697 |
| Total | $ 47,246,374 | $ 4,755,974 | $ 6,580,956 | $ 3,273,136 | $ 3,460,024 | $ 5,656,279 | $ 3,881,878 | $ 3,901,396 | $ 3,369,590 | $ 3,262,285 | $ 3,186,203 | $ 5,394,605 |

| | Program Expenses | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Los Angeles Region | Total California Non Active Sites | Aspire Public Schools Program Expenses | Aspire Hanley School #1 | Aspire Hanley School #2 | Aspire Coleman Elementary School | Total Tennessee Non Active Sites | Aspire TN, LLC Program Expenses | CFC Inc. | Eliminations | Total Expenses |
| Certificated salaries | $ 18,324,107 | $ 3,876 | $ 56,068,513 | $ 1,792,570 | $ 1,461,016 | $ 1,760,787 | $ 65,124 | $ 5,079,497 | $ - | $ - | $ 61,148,010 |
| Classified salaries | 7,448,907 | 13,057 | 19,401,062 | 443,781 | 495,839 | 348,713 | 20,199 | 1,308,532 | - | - | 20,709,594 |
| Employee benefits | 6,891,889 | 13,746 | 20,878,779 | 774,922 | 615,809 | 683,124 | 27,195 | 2,101,050 | - | - | 22,979,829 |
| Books and supplies | 6,320,133 | 162,557 | 16,086,599 | 319,719 | 155,883 | 199,139 | 32,539 | 707,280 | - | - | 16,793,879 |
| Services and other operating expenses | 6,490,242 | 221,445 | 22,336,724 | 686,808 | 633,454 | 700,398 | 29,078 | 2,049,738 | 4,545,189 | (3,203,686) | 25,727,965 |
| Depreciation and amortization | 1,247,048 | (9,699) | 3,167,096 | 65,157 | 60,489 | 58,031 | - | 183,677 | 2,734,833 | - | 6,085,606 |
| Total | $ 46,722,326 | $ 404,982 | $137,938,773 | $ 4,082,957 | $ 3,422,490 | $ 3,750,192 | $ 174,135 | $ 11,429,774 | $ 7,280,022 | $ (3,203,686) | $153,444,883 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2016



| | Supporting Services | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Aspire Public Schools | | | | Aspire TN LLC | | | |
| | Site support | Development and expansion | Administrative and general | Total Aspire Public Schools Supporting Expenses | Site support | Development and expansion | Administrative and general | Total Aspire TN LLC Supporting Expenses |
| Certificated salaries | $ 3,361,734 | $ 1,171,283 | $ 588,230 | $ 5,121,247 | $ 681,797 | $ 199,982 | $ 81,851 | $ 963,630 |
| Classified salaries | 4,146,824 | 3,056,092 | 1,267,901 | 8,470,817 | 563,031 | 173,375 | 42,906 | 779,312 |
| Employee benefits | 2,188,541 | 1,155,640 | 512,004 | 3,856,185 | 383,342 | 115,024 | 38,126 | 536,492 |
| Books and supplies | 582,740 | - | 582,740 | 1,165,480 | 32,623 | - | 32,623 | 65,246 |
| Services and other operating expenses | 1,717,426 | 2,358,411 | 699,239 | 4,775,076 | 1,436,496 | 702,116 | 307,290 | 2,445,902 |
| Depreciation and amortization | 72,002 | 70,893 | 72,002 | 214,897 | 9,734 | 9,734 | 10,029 | 29,497 |
| Total | $ 12,069,267 | $ 7,812,319 | $ 3,722,116 | $ 23,603,702 | $ 3,107,023 | $ 1,200,231 | $ 512,825 | $ 4,820,079 |

| | Aspire University | | | | | | |
|---|---|---|---|---|---|---|---|
| | Site support | Development and expansion | Administrative and general | Total Aspire University Supporting Expenses | CFC Inc | Eliminations | Total Consolidated |
| Certificated salaries | $ 471,757 | $ 701,797 | $ 94,351 | $ 1,267,905 | $ - | $ - | $ 7,352,782 |
| Classified salaries | 341,347 | 392,388 | 68,269 | 802,004 | - | - | 10,052,133 |
| Employee benefits | 273,794 | 295,406 | 60,157 | 629,357 | - | - | 5,022,034 |
| Books and supplies | 33,192 | - | 33,192 | 66,384 | - | - | 1,297,110 |
| Services and other operating expenses | 289,195 | 201,160 | 328,883 | 819,238 | - | (4,707,342) | 3,332,874 |
| Depreciation and amortization | - | - | - | - | - | - | 244,394 |
| Total | $ 1,409,285 | $ 1,590,751 | $ 584,852 | $ 3,584,888 | $ - | $ (4,707,342) | $ 27,301,327 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED FINANCIAL STATEMENTS
## WITH INDEPENDENT AUDITOR'S REPORT

## YEARS ENDED
## JUNE 30, 2017 AND 2016

# ASPIRE PUBLIC SCHOOLS

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Gilbert Associates, Inc.
CPAs and Advisors
Relax. We got this.

# INDEPENDENT AUDITOR'S REPORT

**To the Board of Directors**
**Aspire Public Schools**
**Oakland, California**

## Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Aspire Public Schools, a non-profit public benefit corporation, and affiliates (collectively, the Organization), which comprise the consolidated statements of financial position as of June 30, 2017 and 2016, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the consolidated financial statements.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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## Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Aspire Public Schools and affiliates as of June 30, 2017 and 2016, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matter***

*Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.**
**Sacramento, California**

**November 16, 2017**

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
## JUNE 30, 2017 AND 2016

### ASSETS

| | 2017 | 2016 |
|---|---|---|
| **CURRENT ASSETS:** | | |
| Cash and cash equivalents | $ 40,680,958 | $ 49,191,017 |
| Restricted cash and cash equivalents | 3,786,617 | 2,742,925 |
| Accounts receivable | 19,737,193 | 23,921,361 |
| Foundation grants receivable, current portion | 6,057,613 | 6,577,551 |
| Prepaid expenses and deposits | 672,738 | 932,224 |
| Total current assets | 70,935,119 | 83,365,078 |
| **NON-CURRENT ASSETS:** | | |
| Restricted cash and cash equivalents | 11,500,054 | 14,706,417 |
| Investments | 10,104,496 | - |
| Foundation grants receivable, net | 1,430,726 | 3,856,509 |
| Property and equipment, net | 168,154,487 | 156,828,954 |
| Other assets, net | 425,717 | 473,216 |
| **TOTAL ASSETS** | $ 262,550,599 | $ 259,230,174 |

### LIABILITIES AND NET ASSETS

| | | |
|---|---|---|
| **CURRENT LIABILITIES:** | | |
| Accounts payable | $ 7,232,189 | $ 6,375,853 |
| Accrued expenses | 10,538,946 | 9,527,781 |
| Line of credit | 200,000 | 700,000 |
| Debt, current | 2,187,497 | 2,069,925 |
| Total current liabilities | 20,158,632 | 18,673,559 |
| **LONG-TERM LIABILITIES:** | | |
| Deferred rent | 840,451 | 797,336 |
| Debt, net | 138,847,411 | 137,921,439 |
| Total liabilities | 159,846,494 | 157,392,334 |
| **NET ASSETS:** | | |
| Unrestricted | 76,056,261 | 78,493,962 |
| Temporarily restricted | 26,647,844 | 23,343,878 |
| Total net assets | 102,704,105 | 101,837,840 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 262,550,599 | $ 259,230,174 |

The accompanying notes are an integral part of these consolidated financial statements.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF ACTIVITIES
## YEARS ENDED JUNE 30, 2017 AND 2016

| UNRESTRICTED NET ASSETS | 2017 | 2016 |
|---|---|---|
| **SUPPORT AND REVENUE:** | | |
| Private grants and contributions | $ 4,757,928 | $ 4,380,785 |
| Donated equipment, materials, and services | 1,560,578 | 158,925 |
| Federal revenue | 21,769,691 | 24,040,242 |
| California state revenue: | | |
| State aid portion of general purpose funding | 86,072,101 | 78,526,499 |
| All other state revenue | 12,033,257 | 15,587,478 |
| Tennessee state revenue: | | |
| Basic education program funding | 12,158,786 | 9,987,738 |
| All other state revenue | 178,563 | - |
| Local revenue: | | |
| Cash in-lieu of property taxes | 27,089,377 | 23,660,751 |
| Interest income | 112,028 | 27,185 |
| All other local revenue | 2,543,057 | 2,528,971 |
| Subtotal | 168,275,366 | 158,898,574 |
| Net assets released from restrictions | 36,369,525 | 56,353,133 |
| Total support and revenue | 204,644,891 | 215,251,707 |
| **EXPENSES AND LOSSES** | | |
| **PROGRAM EXPENSES:** | | |
| Educational programs | 175,456,851 | 153,444,883 |
| **SUPPORTING SERVICES:** | | |
| Site support | 15,624,149 | 14,325,313 |
| Development and expansion | 8,655,730 | 8,156,221 |
| Administration and general | 7,345,862 | 4,819,793 |
| Total supporting services | 31,625,741 | 27,301,327 |
| Total expenses | 207,082,592 | 180,746,210 |
| Loss on debt extinguishment | - | 15,753,640 |
| Total expenses and losses | 207,082,592 | 196,499,850 |
| **Increase (Decrease) in Unrestricted Net Assets** | (2,437,701) | 18,751,857 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | |
| Private grants and contributions | 7,825,675 | 7,342,993 |
| Federal and state revenue | 31,847,816 | 39,492,808 |
| Net assets released from restrictions | (36,369,525) | (56,353,133) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 3,303,966 | (9,517,332) |
| **INCREASE IN NET ASSETS** | 866,265 | 9,234,525 |
| **NET ASSETS - Beginning of Year** | 101,837,840 | 92,603,315 |
| **NET ASSETS - End of Year** | $ 102,704,105 | $ 101,837,840 |

The accompanying notes are an integral part of these consolidated financial statements.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF CASH FLOWS
## YEARS ENDED JUNE 30, 2017 AND 2016

| | 2017 | 2016 |
|---|---|---|
| **CASH FLOWS FROM OPERATING ACTIVITIES:** | | |
| Increase in net assets | $ 866,265 | $ 9,234,525 |
| Adjustments to reconcile to net cash provided by operating activities: | | |
| Unrealized gain on investments | (1,544) | - |
| Depreciation | 6,696,489 | 5,990,909 |
| Amortization | 47,499 | 335,968 |
| Donated property and equipment | - | (138,007) |
| Loss on disposal of property and equipment | 299,232 | 47,860 |
| Loss on unamortized deferred costs upon debt extinguishment | - | 3,249,538 |
| Forgiveness of debt | (700,000) | (700,000) |
| Donated investments | (93,000) | - |
| Amortization of long-term debt costs | (415,144) | 212,040 |
| (Increase) decrease in assets: | | |
| Accounts receivable | 4,184,168 | 375,392 |
| Foundation grants receivable | 2,945,721 | 1,273,942 |
| Prepaid expenses and deposits | 259,486 | (275,789) |
| Increase (decrease) in liabilities: | | |
| Accounts payable | (605,552) | (4,084,981) |
| Accrued expenses | 1,011,165 | 793,466 |
| Deferred rent | 43,115 | 47,253 |
| Net cash provided by operating activities | 14,537,900 | 16,362,116 |
| **CASH FLOWS FROM INVESTING ACTIVITIES:** | | |
| Purchases of investments | (10,009,952) | - |
| Proceeds on sale of property and equipment | 280,000 | - |
| Purchases of property and equipment | (17,139,366) | (13,608,828) |
| Net cash used in investing activities | (26,869,318) | (13,608,828) |
| **CASH FLOWS FROM FINANCING ACTIVITIES:** | | |
| Net proceeds (payments) from/on line of credit | (500,000) | 700,000 |
| Proceeds from debt | 4,223,571 | 124,804,597 |
| Payments of debt issuance costs | - | (2,177,936) |
| Principal payments on capital lease | - | (15,990,000) |
| Principal payments on debt | (2,064,883) | (98,429,336) |
| Net cash provided by financing activities | 1,658,688 | 8,907,325 |
| Net increase (decrease) in cash and cash equivalents | (10,672,730) | 11,660,613 |
| Cash and cash equivalents, beginning of year | 66,640,359 | 54,979,746 |
| Cash and cash equivalents, end of year | $ 55,967,629 | $ 66,640,359 |
| Cash and cash equivalents | $ 40,680,958 | $ 49,191,017 |
| Restricted cash and cash equivalents | 15,286,671 | 17,449,342 |
| Total | $ 55,967,629 | $ 66,640,359 |
| **NON-CASH INVESTING ACTIVITIES:** | | |
| Property and equipment financed through accounts payable | $ 1,461,888 | $ 1,837,001 |
| **NON-CASH FINANCING ACTIVITIES:** | | |
| Forgiveness of debt | $ 700,000 | $ 700,000 |
| **CASH PAID FOR INTEREST (net of capitalized amount)** | $ 4,655,443 | $ 5,921,488 |

The accompanying notes are an integral part of these consolidated financial statements.

## 1. OPERATIONS AND SIGNIFICANT ACCOUNTING POLICIES

Aspire Public Schools, a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. The Organization was founded in 1998. The Organization's support is derived primarily from public education monies, individual and foundation contributions, and various government agency grants.

In addition to managing school operations, Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

Aspire Public Schools TN, LLC (TN LLC) is a Tennessee non-profit limited liability company created in July 2013, whose sole member is Aspire Public Schools. TN LLC incorporated pursuant to the Tennessee Nonprofit Corporation Act and is a disregarded entity for federal income tax purposes. TN LLC was formed to manage, guide, direct, and promote charter schools that provide quality education to Tennessee youth in primary and secondary grades. TN LLC's support is derived primarily from State of Tennessee public education monies, foundation contributions, and various government agency grants.

Aspire University, Inc. (Aspire U) is a California non-profit public benefit corporation created on July 1, 2015. As of June 30, 2017, Aspire Public Schools is the sole voting member of Aspire U. Aspire U's purpose is to develop a high-caliber teacher, principal, and leader pipeline for the Organization and other education organizations. Refer to Note 18 for subsequent event.

For financial reporting purposes, CFC LLC, CFC II LLC, CFC INC, TN LLC, and Aspire U are consolidated with Aspire Public Schools for the years ended June 30, 2017 and 2016.

**Principles of Consolidation** – The accompanying consolidated financial statements include the accounts of Aspire Public Schools and its controlled affiliated organizations, collectively the "Organization". All significant intercompany accounts and transactions have been eliminated in consolidation. Listed below are the affiliated organizations included in these financial statements:

- **Aspire Public Schools -** Aspire Public Schools operates thirty-six schools in California under thirty-five charters which are chartered by twelve charter authorizers (sponsoring districts) in seven counties. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the sponsoring district for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2017, the charter schools operated by Aspire Public Schools were as follows:

| Charter School Name | Charter School Number | Sponsoring District | *Charter Granted/ Renewed | Charter Expiration |
|---|---|---|---|---|
| Aspire Alexander Twilight College Preparatory Academy | 1554 | San Juan Unified | Nov 2015 | 6/30/21 |
| Aspire Alexander Twilight Secondary Academy | 1555 | San Juan Unified | Nov 2015 | 6/30/21 |
| Aspire Antonio Maria Lugo Academy | 694 | Los Angeles County Office of Education | April 2014 | 6/30/19 |
| Aspire APEX Academy | 1552 | Stockton Unified | Nov 2012 | 6/30/18 |
| Aspire Benjamin Holt College Preparatory Academy | 565 | Lodi Unified | Feb 2013 | 6/30/18 |
| Aspire Benjamin Holt Middle School | 1782 | Lodi Unified | Nov 2015 | 6/30/21 |
| Aspire Berkley Maynard Academy | 726 | Oakland Unified | Jan 2015 | 6/30/20 |
| Aspire Capitol Heights Academy | 598 | Sacramento City Unified | Nov 2012 | 6/30/18 |
| Aspire Centennial College Preparatory Academy | 1436 | Los Angeles Unified | Apr 2012 | 6/30/18 |
| Aspire College Academy | 1577 | Oakland Unified | May 2013 | 6/30/18 |
| Aspire East Palo Alto Charter School | 125 | Ravenswood City | Nov 2013 | 6/30/19 |
| Aspire ERES Academy | 1115 | Oakland Unified | Feb 2014 | 6/30/19 |
| Aspire Firestone Academy | 1214 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Gateway Academy | 1213 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Golden State College Preparatory Academy | 1023 | Oakland Unified | Dec 2012 | 6/30/18 |
| Aspire Inskeep Academy | 1332 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Junior Collegiate Academy | 1551 | Los Angeles Unified | Jan 2013 | 6/30/18 |
| Aspire Langston Hughes Academy | 1048 | Stockton Unified | Dec 2012 | 6/30/18 |
| Aspire Lionel Wilson College Preparatory Academy | 465 | Oakland Unified | Dec 2016 | 6/30/22 |
| Aspire Monarch Academy | 252 | Oakland Unified | Feb 2014 | 6/30/19 |
| Aspire Ollin University Prep | 693 | Los Angeles County Office of Education | April 2014 | 6/30/19 |
| Aspire Pacific Academy | 1230 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Port City Academy | 1553 | Stockton Unified | Nov 2012 | 6/30/18 |
| Aspire Richmond California College Preparatory Academy | 1739 | West Contra Costa Unified | Dec 2014 | 6/30/20 |
| Aspire Richmond Technology Academy | 1740 | West Contra Costa Unified | Dec 2014 | 6/30/20 |
| Aspire River Oaks Charter School | 364 | Lodi Unified | Feb 2016 | 6/30/21 |
| Aspire Rosa Parks Academy | 554 | Stockton Unified | Jan 2015 | 6/30/20 |
| Aspire Slauson Academy | 1330 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Summit Charter Academy | 812 | Ceres Unified | Jan 2016 | 6/30/21 |
| Aspire Tate Academy | 1331 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Titan Academy | 1550 | Los Angeles Unified | Jan 2013 | 6/30/18 |

| | | | | |
|---|---|---|---|---|
| Aspire Triumph Technology Academy | 1663 | Oakland Unified | Jan 2014 | 6/30/19 |
| Aspire University Charter School | 1026 | Sylvan Union Elem | Jan 2013 | 6/30/18 |
| Aspire Vanguard College Preparatory Academy | 1125 | Modesto City Schools | Nov 2013 | 6/30/19 |
| Aspire Vincent Shalvey Academy | 178 | Lodi Unified | Feb 2014 | 6/30/19 |

* Charter issuance date or the most recent renewal date.

All sponsoring districts receive up to 1% of the annual charter revenue for supervisory oversight. Ravenswood City School District, the sponsoring district for Aspire East Palo Alto Charter receives up to 3% for supervisory oversight because the district provides facilities substantially rent-free.

Through June 30, 2017, the Organization had separately negotiated with all sponsoring districts for administrative fees and other services. Additionally, for some schools, transportation expenses and/or special education encroachment are paid by the Organization to the sponsoring districts.

- **Aspire Public Schools TN, LLC** – TN LLC operates four schools under four charters in Shelby County, Tennessee. Charters were granted for each school for ten years, with an opportunity for renewal. Charters may be revoked by the charter authorizer (sponsoring district) for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2017, the charter schools operated by TN LLC were as follows:

| Charter School Name | Charter School Number | Sponsoring District | Charter Granted/ Renewed | Charter Expiration |
|---|---|---|---|---|
| Aspire Hanley Elementary School #1 | 8024 | TN Achievement School District | April 2013 | 6/30/23 |
| Aspire Hanley Elementary School #2 | 8025 | TN Achievement School District | April 2013 | 6/30/23 |
| Aspire Coleman Elementary School | 8050 | TN Achievement School District | May 2014 | 6/30/24 |
| Aspire East Academy | 8175 | Shelby County Schools | November 2014 | 6/30/26 |

- **College for Certain, LLC** – CFC LLC holds title to properties that are financed through the CSFA Charter School Revenue Refunding Bonds Series 2016 (2016 Bonds) where Aspire Public Schools operates ten charter schools (seven locations) and manages, operates, and leases the properties.

- **College for Certain II, LLC** – CFC II LLC holds title to properties that are financed through the CSFA Charter School Revenue Refunding Bonds Series 2015 (2015 Bonds) where Aspire Public Schools operates three charter schools (two locations) and manages, operates, and leases the properties.

- **College for Certain, Inc.** – CFC INC is a supporting organization of Aspire Public Schools in that it facilitates and supports the development of charter schools for Aspire Public Schools. CFC INC is the sole member of CFC LLC and CFC II LLC and is the named borrower of the 2015 and 2016 Bonds outstanding.

- **Aspire University, Inc.** – Aspire U is a related non-profit organization whose purpose is to develop a high-caliber teacher, principal, and leader pipeline for the Organization and other educational organizations. Subsequent to year-end, Aspire U changed its name to Alder Graduate School of Education and restructured its corporate membership whereby it is no longer controlled by Aspire Public Schools (see Note 18).

**Basis of presentation** – The financial statements are presented in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization has no permanently restricted net assets.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

**Cash and cash equivalents** – For financial statement purposes, the Organization considers investments with maturity at purchase of three months or less to be cash equivalents.

**Investments** – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market, and evaluated periodically for impairment.

**Intangible assets** – The Organization has intangible assets for product and service discounts to be used in future periods. The Organization amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

**Property and equipment** with a value greater than $5,000 are capitalized at cost or fair market value on the date of receipt in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Donated equipment, materials, services, and facilities** – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. During the years ended June 30, 2017 and 2016, in-kind contributions of $1,560,578 and $158,925 were received, respectively.

**Income taxes** – The Organization has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined the Organization is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in these financial statements.

**Functional allocation of expenses** – The cost of providing educational programs and other activities has been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated based on employees' time incurred and management's estimate of the usage of resources.

**Program development and expansion** – The Organization continually explores potential opportunities for expansion and growth; thus costs are incurred to research the possibility of establishing new sites. The Organization capitalizes these preacquisition costs into 'Construction in progress' (Note 7) at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made.

**Fair value measurements** – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

| | |
|---|---|
| Level 1 Inputs | Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities. |
| Level 2 Inputs | Inputs other than quoted prices in active markets that are observable either directly or indirectly. |
| Level 3 Inputs | Unobservable inputs for the asset or liability. |

When a price for an identical asset or liability is not observable, a reporting entity measures fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk. As a result, a reporting entity's intention to hold an asset or to settle or otherwise fulfill a liability is not relevant when measuring fair value.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

**Subsequent events** have been reviewed through November 16, 2017, the date the financial statements were available to be issued. See Note 18 for significant subsequent events.

## 2. CONCENTRATIONS OF CASH

The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

## 3. RESTRICTED CASH

Restricted cash consists of amounts that are required to be held for debt services reserves and for principal and interest payments with respect to the bond outstanding; and contributions restricted to investment in property and equipment. The total restricted cash at June 30, 2017 and 2016 was $15,286,671 and $17,449,342, respectively. The current portion of $3,786,618 and $2,742,925 as of June 30, 2017 and 2016, respectively, was restricted for current bond debt obligations. The noncurrent portion of $11,500,054 at June 30, 2017 consisted of $6,605,665 for debt service reserves and $4,894,389 for investment in property and equipment. The noncurrent portion of $14,706,417 at June 30, 2016 consisted of $6,605,261 for debt service reserves and $8,101,156 for investment in property and equipment.

## 4. ACCOUNTS RECEIVABLE

Accounts receivable balances at June 30, 2017 and 2016 were $19,737,193 and $23,921,361, respectively. The balances were due entirely from grantor government agencies. Management deems all receivables to be collectible as of June 30, 2017.

## 5. FOUNDATION GRANTS RECEIVABLE

The Organization recognizes unconditional foundation grants receivables at their estimated fair value using estimated prevailing interest rates, on a nonrecurring basis, at the time the pledge is made. Fair value is determined by calculating the net present value of the estimated future cash flows. The discount rate used in determining the net present value of new pledges receivable was 2.52% and 2.02% at June 30, 2017 and 2016, respectively The estimated fair value of the pledges received during 2017 and 2016 totaled approximately $1,447,958 at June 30, 2017 and $7,708,880 at June 30, 2016, and were included within level 3 of the fair value hierarchy because determination of the net present value of future cash flows was based on little or no market data and required management to develop their own assumptions. For the years ended June 30, 2017 and 2016, foundation grant receivable balances of $1,000,000 and $3,000,000, respectively, which are expected to be received within one year, are classified with the non-current portion of the grant receivable balance as the contributions are restricted to be invested in property and equipment. All foundation grants receivable are judged by management to be collectible, and were as follows as of June 30:

| | 2017 | 2016 |
|---|---|---|
| Gross foundation grants receivable | $ 7,499,808 | $ 10,459,079 |
| Less: Unamortized discount | (11,469) | (25,019) |
| Foundation grants receivable, net | $ 7,488,339 | $ 10,434,060 |

Foundation grants receivable are due to be collected as follows:

| | 2017 | 2016 |
|---|---|---|
| Within one year | $ 7,057,613 | $ 9,577,551 |
| One to five years | 430,726 | 856,509 |
| Foundation grants receivable, net | $ 7,488,339 | $ 10,434,060 |

Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met. Approximate outstanding conditional promises to give are as follows and will be recognized as revenue as the conditions are met:

| **Purpose:** | 2017 | 2016 |
|---|---|---|
| Opening schools in specific locations | $ 9,000,000 | $ 14,000,000 |
| Teacher training | 550,000 | - |
| Implementation of blended learning at specific locations | 225,000 | 225,000 |
| Total | $ 9,775,000 | $ 14,225,000 |

## 6. INVESTMENTS

Investments consist of the following at June 30, 2017:

| | |
|---|---|
| Government bonds | $ 9,970,125 |
| Equity securities invested in education technology | 93,000 |
| Pooled funds with community foundation | 41,371 |
| Investments | $ 10,104,496 |

Equity securities are invested with a privately held business and are recorded at the lower of cost or fair value and are not subject to the fair value hierarchy. Government bonds are classified within Level 2 of the fair value hierarchy because they are valued using alternative pricing methods using observable information inputs, such as current interest rates. Pooled funds are classified as level 3, as the fair value is quoted by the community foundation and based on prices in active markets for the pooled investments as a whole.

The Organization also owns common stock of Schoolzilla, Inc. (Schoolzilla). Schoolzilla is a for-profit company that develops web-based data management platforms allowing teachers to synthesize data from multiple sources and create reports presenting their students' academic performances. The Organization owned more than 20% of the common stock until 2015. Although the Organization's interest in Schoolzilla dropped below 20% in 2015, management determined they still had significant influence over the operations of Schoolzilla through a seat on their board of directors and maintaining the third largest stake in Schoolzilla, and therefore accounted for this investment under the equity method. In 2016, ownership was further diluted and management did not have significant influence and therefore accounted for the investment under the cost method. As of June 30, 2017 and 2016, the investment was reflected at $0 value due to losses previously recognized under the equity method. Schoolzilla did not declare any dividends as of June 30, 2017 and 2016.

## 7. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

| | 2017 | 2016 |
|---|---|---|
| Land | $ 34,819,639 | $ 34,049,639 |
| Buildings | 135,843,808 | 129,051,974 |
| Construction in progress | 15,941,489 | 8,421,229 |
| Leasehold improvements | 13,411,845 | 11,831,868 |
| Equipment | 10,125,397 | 9,475,842 |
| Automobiles | 74,091 | - |
| Subtotal | 210,216,269 | 192,830,552 |
| Less accumulated depreciation | (42,061,782) | (36,001,598) |
| Property and equipment, net | $ 168,154,487 | $ 156,828,954 |

Depreciation expense was $6,696,489 and $5,990,909 for the years ended June 30, 2017 and 2016, respectively. Various components of the land, buildings, and schools under construction shown above are pledged as collateral for the debt disclosed in Note 9. In December 2015, the Organization obtained the 2015 Bonds to pay off the balance of a capital lease with Lodi Unified School District and purchase the property for one dollar. The property that was under capital lease is classified with land and buildings as of June 30, 2017 and 2016.

## 8. OTHER ASSETS

Other assets consisted of the following at June 30:

| | 2017 | 2016 |
|---|---|---|
| Indefinite-lived intangible assets | $ 316,372 | $ 316,372 |
| Amortizable intangible assets, net | 109,345 | 156,844 |
| Other assets, net | $ 425,717 | $ 473,216 |

***Intangible Assets***

The Organization holds an indefinite-life intangible asset for product and technology discount benefits valued at $316,372. Management assesses the carrying value of the indefinite-life intangible asset annually, or more often if facts and circumstances suggest it may be impaired. If this review indicates that the carrying value may not be recoverable, then the carrying value would be reduced to its estimated fair value. No impairment losses were recognized as a result of this review for the years ended June 30, 2017 and 2016, respectively.

Amortizable intangible assets consist of the following as of June 30, 2017:

| | Gross Carrying Amount | Accumulated Amortization | Net |
|---|---|---|---|
| Product and technology discount benefits | $ 438,922 | $ 337,557 | $ 101,365 |
| Rights to use certain assets | 53,200 | 45,220 | 7,980 |
| Service discount benefits | 14,263 | 14,263 | - |
| Total | $ 506,385 | $ 397,040 | $ 109,345 |

Amortizable intangible assets consist of the following as of June 30, 2016:

| | Gross Carrying Amount | Accumulated Amortization | Net |
|---|---|---|---|
| Product and technology discount benefits | $ 438,922 | $ 300,698 | $ 138,224 |
| Rights to use certain assets | 53,200 | 34,580 | 18,620 |
| Service discount benefits | 14,263 | 14,263 | - |
| Total | $ 506,385 | $ 349,542 | $ 156,844 |

The product and technology discount benefits, rights to use certain assets, and service discount benefits are amortized on a straight-line basis over a seven, five, and three year period, respectively. These lives are based on the periods in which the Organization is eligible for such discounts. Amortization expense on intangible assets for the years ended June 30, 2017 and 2016 was $47,498 and $105,672, respectively.

The expected future amortization expense of intangible assets is as follows:

| | |
|---|---|
| 2018 | $ 45,726 |
| 2019 | 36,860 |
| 2020 | 26,759 |
| Total | $ 109,345 |

***Deferred Loss***

In January of 2005, Lodi Unified School District (the District) purchased the Aspire River Oaks Charter School and Aspire Benjamin Holt College Preparatory Academy facilities from the Organization. The Organization concurrently entered into a capital lease obligation with the District that was effective January 1, 2005 through August 1, 2032. The Organization had the option to purchase the properties for one dollar at the termination of the lease. This transaction was treated as sale-leaseback transaction and a loss on this transaction of $374,660 was to be deferred and amortized over the term of the capital lease. As discussed in Note 10, the Organization obtained the 2015 Bonds and paid off the capital lease in December 2015 and purchased the property for one dollar per the lease agreement. The Organization wrote off the remaining deferred loss balance of $224,421 in 2016 as part of this transaction.

## 9. DEBT

| | 2017 | 2016 |
|---|---|---|
| College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds) in the amount of $83,170,000 were issued effective February 1, 2016; with 4 bonds and bearing interest rates ranging from 2.00% - 5.00%. The bond proceeds were used for the refunding of the outstanding principal of the College for Certain Series 2010 School Facility Revenue Bonds. Associated with this bond is a premium of $10,618,415 and debt issuance costs of $1,410,454, which are being amortized to interest expense over the term of the bonds. Principal and interest payments are due annually. Final maturity is in August 2046. | $ 81,780,000 | $ 83,170,000 |
| College for Certain Series 2015 School Facility Revenue Refunding Bonds (2015 Bonds) in the amount of $20,535,000 were issued effective December 1, 2015; with 4 bonds and bearing interest rates ranging from 2.00% - 5.00%. The bond proceeds were used for the payoff of the outstanding balance of the capital lease with Lodi Unified School District described in Note 11. Associated with this bond is a premium of $2,005,317 and debt issuance costs of $767,482, which are being amortized to interest expense over the term of the bonds. Principal and interest payments are due annually. Final maturity is in August 2045. | 20,475,000 | 20,535,000 |
| Charter Fund, Inc. $3,500,000 loan, effective October 15, 2012, bearing interest at 1%, to provide general support for the management of the organization. Principal payments of $700,000 are due in 3 annual installments beginning in 2020 through 2022. This loan has the potential to be forgiven annually through 2017/18, if specific milestones are met. $700,000 of this note was forgiven in both 2017 and 2016. | 700,000 | 1,400,000 |
| California School Finance Authority $4,758,509 loan, effective June 27, 2007, bearing interest at 2.202%, for the construction of Rosa Parks Academy campus in Stockton under Proposition 47. Interest only payments of varying amounts are due annually. Principal and interest payments totaling $231,795 are due annually. Final maturity is in 2037. | 3,717,330 | 3,864,039 |
| California School Finance Authority $9,834,913 loan ($457,251 issued in 2009/10, $5,262,400 issued in 2010/11, and $4,115,262 issued in 2012/13), bearing interest at 2%, for the construction of Aspire Ollin University College Preparatory campus in Los Angeles under Proposition 55. Interest only payments of varying amounts are due annually. In addition, a principal and interest payment of $462,139 is due annually. Final maturity is in 2042. | 8,529,545 | 8,790,620 |

| | 2017 | 2016 |
|---|---|---|
| California School Finance Authority $8,229,438 loan ($3,459,764 issued in 2013/14 and $4,769,674 issued in 2015/16), bearing interest at 2%, for the construction of the Aspire Antonio Maria Lugo Academy campus in Los Angeles under Proposition 1D. Beginning July 2017, interest and principal payments of $376,730 are due annually. Final Maturity is in 2045. | 8,022,339 | 8,229,438 |
| California School Finance Authority $3,706,191 loan issued in 2015/16 for a new campus to be built for Aspire ERES Academy in Oakland under Proposition 1D. The interest rate will be approximately the state's borrowing rate and repayment will commence starting one-year after the new facility is opened. The principal will then be amortized over 30 years. Interest is not charged until the repayment period begins. The school is expected to be completed in the 2019/20 fiscal year. | 3,706,191 | 3,706,191 |
| Boston Community Loan Fund loan not to exceed $4,595,331 issued in March 2017 to TN LLC, to be used for the construction of Aspire East Academy, bearing interest at a fixed rate of 5.50% until February 2027, at which time interest will reset based on the 10-year U.S Daily Treasury Yield Curve Rate. Principal and interest payments due monthly, and are calculated based the total amount drawn on the loan. Associated with this loan is $72,458 of issuance costs that are being amortized to interest expense over the term of the loan. As of June 30, 2017, $4,223,571 has been drawn from the loan. Repayments are expected to begin in March 2019 with final maturity in February 2037. | 4,223,571 | - |
| Subtotal | 131,153,976 | 129,695,288 |
| Unamortized premiums and debt issuance costs | 9,880,932 | 10,296,076 |
| Less current portions | (2,187,497) | (2,069,925) |
| Total Long-Term Debt | $ 138,847,411 | $ 137,921,439 |

On February 25, 2016, the Organization issued $83,170,000 of bonds (2016 Bonds), as mentioned above. The proceeds, in addition to the net premium of $9,207,961, were used to advance refund $83,360,000 of outstanding 2010 Bonds. The proceeds were deposited in an irrevocable trust with an escrow agent to pay the future debt service on the refunded bonds. As a result, the 2010 Bonds were considered defeased and the liability for those bonds was removed from the Consolidated Statement of Financial Position. The remaining proceeds were used to fund required reserve accounts. The reacquisition price (amount placed in escrow to repay the 2010 Bonds) exceeded the net carrying amount of those bonds and the unamortized portion of debt issuance costs, by $15,753,640. The loss on this transaction was reflected on the Consolidated Statement of Activities for the year ended June 30, 2016. At June 30, 2017 and 2016, the outstanding balance of the defeased 2010 Bonds were $90,501,293 and $95,864,103, respectively. The bonds will be redeemed on their January 1, 2019 call date.

Future payments relating to debt are as follows as of June 30, 2017:

| Year Ending June 30, | Principal | Interest | Total |
|---|---|---|---|
| 2018 | $ 2,187,497 | $ 5,784,270 | $ 7,971,767 |
| 2019 | 2,386,061 | 5,713,658 | 8,099,719 |
| 2020 | 2,561,550 | 5,619,724 | 8,181,274 |
| 2021 | 3,374,876 | 5,509,899 | 8,884,775 |
| 2022 | 2,796,505 | 5,486,495 | 8,283,000 |
| Thereafter | 117,847,487 | 81,725,177 | 199,572,664 |
| Total | $ 131,153,976 | $ 109,839,223 | $ 240,993,199 |

Aspire Public Schools (the Obligated Group under the 2015 Bonds and 2016 Bonds) must meet several financial covenants as a requirement of the Bonds. The Organization was in compliance with all covenants as of June 30, 2017.

***Revolving Line of Credit***

On October 28, 2014, the Organization obtained a $10,000,000 revolving line of credit. Advances on the credit line were payable on demand and carried an interest rate equal to the greater of the Prime Rate or 3.25%. On December 12, 2016, the Organization modified the line of credit to $15,000,000, with the interest rate modified to the greater of the Prime Rate or 3.5%, and a maturity date of October 31, 2017. Subsequent to year-end, the line of credit was extended through January 2019. The interest rate was 3.5% and 3.25% at June 30, 2017 and 2016, respectively. The line had a balance of $700,000 and $200,000 as of June 30, 2017 and 2016, respectively. The credit line is secured by school revenues of select schools which are not already secured by other debt.

## 10. CAPITALIZATION OF CONSTRUCTION DEBT INTEREST

While a facility is under construction, a portion of interest is capitalized into its cost. In summary, the capitalization of interest is applicable to the amount of interest that could have been avoided had the Organization not undertaken the building of a capital asset. The Organization evaluates capitalization of interest at the individual site level since the cash from one site would not be used to pay down the debt on another site.

The amount of capitalizable interest is determined by applying the debt interest rate to the average amount of accumulated expenditures for the building during the year. Interest costs of $5,164,518 and $5,398,285 were incurred related to debt during the years ended June 30, 2017 and 2016, respectively. During the years ended June 30, 2017 and 2016, $111,202 and $64,574 of interest was capitalized, respectively.

## 11. LEASE COMMITMENTS

### *Operating leases*

The Organization leases buildings for administrative offices in Oakland and Stockton and leases land and buildings for school sites in Berkeley, East Palo Alto, Empire, Los Angeles, Modesto, Oakland, Sacramento, Stockton, and Memphis under various operating leases. The Organization also leases copiers at various school sites. It is unlikely that the Organization will cancel any of these leases before they expire. The aggregate minimum rental payments required under the terms of all operating leases as of June 30, 2017 are as follows:

| Year Ending June 30, | Minimum Payments |
|---|---|
| 2017 | $ 4,058,574 |
| 2018 | 3,989,656 |
| 2019 | 2,550,005 |
| 2020 | 1,516,108 |
| 2021 | 1,201,974 |
| Thereafter | 9,971,253 |
| Total | $ 23,287,570 |

Rental expense under operating leases was $4,166,264 and $3,465,715 for the years ended June 30, 2017 and 2016, respectively.

### *Capital lease*

The Organization entered into a capital lease with Lodi Unified School District from January 1, 2005 through August 1, 2032. On December 1, 2015, as discussed in Note 7 and 9 the Organization paid the capital lease balance of $15,990,000 in full and purchased the property for one dollar.

## 12. EMPLOYEE BENEFIT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California and Tennessee. Classified employees in California are members of the California Public Employees' Retirement System (CalPERS), and certificated employees working at California Schools are members of the California State Teachers' Retirement System (CalSTRS). Certificated employees working at Tennessee schools are members of the Tennessee Consolidated Retirement System (TCRS). The Organization also has four 403(b) plans as of the year ended June 30, 2017.

***California Public Employees' Retirement System (CalPERS)***

| | |
|---|---|
| Plan name: | California Public Employees' Retirement System (CalPERS) State & Schools |
| Plan's EIN: | 94-6207465 |
| Market value of assets: | $55,913 |
| Actuarial accrued liability: | $75,663 |
| Funded status: | 65-80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2016, the most recent information available.

Plan Description

The Organization participates in the Schools Pool (the CalPERS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. CalPERS acts as a common investment and administrative agent for participating entities within the State of California. CalPERS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calpers.ca.gov.

Benefits Provided

The benefits for the CalPERS Plan are established by contract, in accordance with the provisions of the California Public Employees' Retirement Law (PERL). The benefits are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalPERS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalPERS Plan has two benefit structures: 1) CalPERS 2% at 55 – Members first hired on or before December 31, 2012, to perform CalPERS creditable activities, and 2) CalPERS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalPERS creditable activities. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 50 with a minimum of five years of CalPERS-credited service, while members hired after January 1, 2013, must be at least age 52 with a minimum of five years of service.

Contributions

Section 20814(c) of the PERL requires that the employer contribution rates for all employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Contribution rates for the CalPERS Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The CalPERS Plan's actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Classic plan members, defined as a member who joined CalPERS prior to January 1, 2013, are required to contribute 7% of their salary (7% of monthly salary over $133.33 if the member participates in Social Security). New members who joined CalPERS for the first time on or after January 1, 2013 are required to contribute 6% of their salary. The required employer contribution rate for fiscal years ended June 30, 2017 and 2016

were 13.888% and 11.847% of annual payroll, respectively. The contribution requirements of the plan members are established by state statute. For the fiscal year 2018, the Organization is required to contribute 15.531% of annual payroll.

***California State Teachers' Retirement System (CalSTRS):***

| | |
|---|---|
| Plan name: | California State Teachers' Retirement System (CalSTRS) |
| Plan's EIN: | 94-6291617 |
| Actuarial value of assets: | $169,976 |
| Actuarial accrued liability: | $266,704 |
| Funded status: | 50-65% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2016, the most recent actuarial valuation date.

Plan Description

The Organization participates in the State Teachers' Retirement Plan (the CalSTRS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. CalSTRS acts as a common investment and administrative agent for participating entities within the State of California. CalSTRS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calstrs.com.

Benefits Provided

The benefits for the CalSTRS Plan are established by contract, in accordance with the provisions of the State Teachers' Retirement Law. Benefits are based on members' years of service, age, final compensation, and a benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalSTRS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalSTRS Plan has two benefit structures: 1) CalSTRS 2% at 60 – Members first hired on or before December 31, 2012, to perform CalSTRS creditable activities, and 2) CalSTRS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalSTRS creditable activities. The 2 percent, also known as the age factor, refers to the percentage of final compensation received as a retirement benefit for each year of service credit. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 60 with a minimum of five years of CalSTRS-credited service, while members hired after January 1, 2013, must be at least age 62 with five years of service.

Contributions

Assembly Bill 1469 (AB 1469), signed into law as a part of the State of California's (the State) 2014-15 budget, increases contributions to the CalSTRS Plan from members, employers, and the State over seven years, effective July 1, 2014. School employer contributions will increase from 8.25% to a total of 19.1% of covered payroll over the seven-year period. Active plan members are required to contribute 9.205% or 10.25 % of their salary, depending on when they were hired. The required employer contribution rates for the fiscal years ended June 30, 2017 and 2016 were 12.58% and 10.73% of annual payroll, respectively. For the fiscal year 2018, the Organization is required to contribute 14.43% of annual payroll.

***Tennessee Consolidated Retirement System (TCRS):***

**Legacy Plan:**

| | |
|---|---|
| Plan name: | Tennessee Consolidated Retirement System (TCRS) Legacy Plan: Teachers |
| Plan's EIN: | 62-6001445 |
| Actuarial value of assets: | $21,682 |
| Actuarial accrued liability: | $21,901 |
| Funded status: | At least 80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2016, the most recent actuarial valuation date.

Plan Description

The Organization contributes to the Tennessee Consolidated Retirement System (TCRS) Legacy Plan, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan for all employees hired on or before June 30, 2014 administered by the Tennessee Department of Treasury. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. TCRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the TCRS annual financial report may be obtained from the State of Tennessee Treasury Department, 502 Deaderick Street, Nashville, Tennessee, 37243.

Funding Policy

Active plan members are required to contribute 5% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the TCRS Board of Trustees. The required employer contribution rate for the fiscal years ended June 30, 2017 and 2016 was 9.08% and 9.04% of annual payroll, respectively. The contribution requirements of the plan members are established by state statute. For the fiscal year 2018, the Organization is required to contribute 9.08% of annual payroll.

**Hybrid Plan:**

| | |
|---|---|
| Plan name: | TCRS Hybrid Pension Plan with Cost Controls |
| Plan's EIN: | 62-6001445 |
| Actuarial value of assets: | $49,902 |
| Actuarial accrued liability: | $47,579 |
| Funded status: | Over 100% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2016, the most recent actuarial valuation date.

Plan Description

In the fiscal year ended June 30, 2015, TCRS created a new Hybrid Pension Plan with Cost Controls for all eligible new hires hired on or after July 1, 2014. This plan is a combination of a Defined Benefit and Defined Contribution plan to help provide a sustainable plan going forward, control employer pension cost, and control unfunded liabilities related to pension plans.

Contributions

Under the defined benefit portion of this plan, active plan members are required to contribute 5% of their salary and the Organization is required to contribute 4% of plan member's annual payroll. Under the defined contribution portion of this plan, employees contribute 2% of their salary, which employees can opt out of if they choose, and the Organization is required to contribute 5% of active member's annual payroll.

The Organization's contributions to these employee benefits plans were as follows:

| | 2017 | 2016 |
|---|---|---|
| CalPERS | $ 4,257,017 | $ 2,919,241 |
| CalSTRS | $ 7,984,452 | $ 6,145,506 |
| TCRS Legacy | $ 417,020 | $ 301,861 |
| TCRS Hybrid | $ 304,194 | $ 260,408 |

Contributions to all plans equal 100% of the required contributions for each year.

**Other Defined Contribution Plans:**

The Organization offers a 403(b) retirement plan for California classified employees who are not eligible to participate in CalPERS, the Aspire Public Schools 403(b) CA Plan (CA Plan). Classified employees of Aspire Junior Collegiate Academy, Aspire Titan Academy, Aspire Centennial College Preparatory Academy, Aspire Richmond California College Preparatory Academy, and Aspire Richmond Technology Academy working 20 or more hours per week, and not eligible for CalSTRS, CalPERS or covered by another retirement plan, are eligible to receive discretionary employer contributions, determined on an annual basis. The Organization contributed $102,691 and $104,069 to the CA Plan in the years ended June 30, 2017 and 2016, respectively.

The Organization offers a 403(b) retirement plan for TN LLC employees, the Aspire Public Schools 403(b) TN Plan (TN Plan). All employees who normally work 20 or more hours per week and are based in Tennessee are eligible to participate in the plan, with those not already enrolled in the TCRS retirement plan eligible to receive discretionary employer contributions, determined on an annual basis. The Organization contributed $46,539 and $120,560 to the TN Plan for the years ended June 30, 2017 and 2016, respectively.

The Organization opened a new 403(b) retirement plan for Aspire U employees in June 2016, the Aspire University Inc. 403(b) Plan (Aspire U Plan). There is no minimum age or service requirements to join the Aspire U Plan. The employee's contribution is matched by the employer on a discretionary basis, and vests at a rate of 50% per year for the employees' first two years of service. The Organization contributed $122,503 to the Aspire U Plan for the year ended June 30, 2017.

The Organization also offers a 403(b) plan, the Aspire Public Schools 403(b) Plan, for all employees working 20 or more hours per week, and who are not already participating in another 403(b) Plan within the Organization. This plan does not allow employer contributions.

## 13. RESTRICTED NET ASSETS

At June 30, 2017 and 2016, temporarily restricted net assets consisted of unexpended grants restricted for various purposes. Temporarily restricted net assets are to be used for the following purposes:

| | 2017 | 2016 |
|---|---|---|
| Construction of facilities | $ 9,768,922 | $ 9,766,190 |
| School expansion | 4,857,926 | 4,419,436 |
| Clean energy projects | 5,914,337 | 4,145,311 |
| Aspire University development | 2,245,976 | 3,553,351 |
| School improvement programs | 2,343,496 | 1,117,987 |
| Time restricted | 1,300,000 | - |
| Other school programs | 217,187 | 341,603 |
| Total | $ 26,647,844 | $ 23,343,878 |

## 14. JOINT VENTURES

For their California schools, the Organization participates in a joint venture under a joint powers agreement (JPAs) with the California Charter School Joint Powers Authority, doing business as charterSAFE (SAFE).

SAFE arranges for and provides workers' compensation, property, and liability insurance coverage for their members, respectively. The JPA is governed by boards consisting of a representative from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

SUMMARY OF JPA COVERAGE

1. **General Liability**

| | |
|---|---|
| JPA's SIR: | $1,000,000 |
| Excess Insurance: | To statutory limits |

2. **Property**

| | |
|---|---|
| Organization | |
| Deductible: | $1,000 |
| Coverage: | |
| Building: | $148,951,804 |
| Contents: | $5,244,965 |
| Data processing: | $7,321,643 |
| Extra expense: | $5,000,000 |
| Business income: | $5,000,000 |
| Excess Insurance: | None |

3. **Liability**

| | |
|---|---|
| Organization | |
| Deductible: | $0 - $5,000 |
| Coverage | |
| (SAFE- SIR) | $1,000,000 |
| (Insurance Company of the State of PA) | |
| | $1,000,001 to $5,000,000 |
| (SAFE) | $5,000,001 to $25,000,000 |

Complete separate financial statements for the JPA may be obtained from:

SAFE 250 E. 1st Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for SAFE are as follows:

| | June 30, 2017 (Unaudited) |
|---|---|
| Total Assets | $ 24,747,747 |
| Total Liabilities | $ 18,991,295 |
| Net Assets | 5,756,452 |
| Total Liabilities and Equity | $ 24,747,747 |
| Total Revenues | $ 22,031,676 |
| Total Expenses | 17,769,427 |
| Net Increase in Net Assets | $ 4,262,249 |

## 15. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

## 16. RELATED-PARTY TRANSACTIONS

The Organization's CFO was a Board Member of charterSAFE (see Note 14) during the 2015/16 and 2016/17 fiscal year. The Organization paid $1,029,585 and $1,054,609 in premiums to charterSAFE during the years ended June 30, 2017 and 2016, respectively.

## 17. AGREEMENTS

The Organization has entered into two agreements for future facilities to be constructed and leased to the Organization.

The first agreement, with Strategic Growth Partners, Inc. (SGP), is for Aspire College Academy and Aspire Triumph Academy campuses. SGP will be responsible for building the campuses and once completed will lease the facilities to the Organization. Additionally, in order to finance a portion of this project, the Organization has agreed to loan SGP $6,000,000 at 0% interest, to be funded by private contributions for this purpose. Payment terms of this loan will be determined at the commencement of the lease. All aspects of this agreement are contingent upon SGP obtaining all necessary permits to begin construction of the campuses.

The second agreement, with TA Modesto 819 LP (TA), is for Aspire Vanguard Academy and Aspire University Charter School campuses. TA will be responsible for building the campuses and once completed will lease the facilities to the Organization. This agreement is contingent upon both schools obtaining renewed charters by June 30, 2018 and necessary permits to begin construction of the campuses.

## 18. SUBSEQUENT EVENT

On July 1, 2017, Aspire U revised its bylaws to remove Aspire Public Schools as the sole corporate member. Aspire U also changed its name to Alder Graduate School of Education. Since the Organization no longer has control of Alder Graduate School of Education, consolidation will not be required in subsequent fiscal years.

# SUPPLEMENTARY INFORMATION

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION, BY REGION
## JUNE 30, 2017



| | School Operations | | | | | Administration | |
|---|---|---|---|---|---|---|---|
| | Bay Area Schools | Central Valley Schools | LA Schools | Tennessee Schools | Non Active Schools | National Office | Total School Activity |
| **CURRENT ASSETS:** | | | | | | | |
| Cash and cash equivalents | $ 11,287,434 | $ 12,865,263 | $ 11,715,118 | $ 2,774,500 | $ - | $ 479,545 | $ 39,121,860 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - |
| Accounts receivable | 6,592,105 | 6,654,121 | 5,009,490 | 1,002,047 | - | 479,430 | 19,737,193 |
| Foundation grants receivable, current portion | 83,280 | 35,000 | - | 3,500,000 | - | 1,125,000 | 4,743,280 |
| Prepaid expenses and deposits | 173,850 | 165,613 | 68,691 | - | - | 237,305 | 645,459 |
| Intercompany receivable | 27,067 | 69,501 | 30,876 | 88,471 | - | 1,141,517 | 1,357,432 |
| Total current assets | 18,163,736 | 19,789,498 | 16,824,175 | 7,365,018 | - | 3,462,797 | 65,605,224 |
| **NON-CURRENT ASSETS:** | | | | | | | |
| Restricted cash and cash equivalents | 3,867,734 | - | - | - | - | - | 3,867,734 |
| Investments | 2,334,571 | 2,881,315 | 4,754,239 | - | - | 134,371 | 10,104,496 |
| Foundation grants receivable, net | 1,000,000 | - | - | - | - | 48,172 | 1,048,172 |
| Deferred rent | 339,671 | 721,883 | 178,272 | - | - | - | 1,239,826 |
| Property and equipment, net | 11,762,503 | 13,064,918 | 33,989,547 | 6,299,929 | - | 357,311 | 65,474,208 |
| Other assets, net | - | - | - | - | - | 425,717 | 425,717 |
| **TOTAL ASSETS** | $ 37,468,215 | $ 36,457,614 | $ 55,746,233 | $ 13,664,947 | $ - | $ 4,428,368 | $ 147,765,377 |
| **CURRENT LIABILITIES:** | | | | | | | |
| Accounts payable | $ 1,850,030 | $ 1,049,558 | $ 748,294 | $ 1,064,252 | $ - | $ 1,673,556 | $ 6,385,690 |
| Accrued expenses | 1,798,249 | 1,708,445 | 2,130,277 | 775,562 | - | 1,842,361 | 8,254,894 |
| Line of credit | 200,000 | - | - | - | - | - | 200,000 |
| Debt, current | - | 149,940 | 477,557 | - | - | - | 627,497 |
| Intercompany payable | - | - | - | 33,088 | - | 58,284 | 91,372 |
| Total current liabilities | 3,848,279 | 2,907,943 | 3,356,128 | 1,872,902 | - | 3,574,201 | 15,559,453 |
| **LONG-TERM LIABILITIES:** | | | | | | | |
| Deferred rent | - | 320,855 | 921,752 | - | - | - | 1,242,607 |
| Debt, net | 3,706,191 | 3,567,390 | 16,074,327 | 4,151,112 | - | 700,000 | 28,199,020 |
| Total liabilities | 7,554,470 | 6,796,188 | 20,352,207 | 6,024,014 | - | 4,274,201 | 45,001,080 |
| **NET ASSETS:** | | | | | | | |
| Unrestricted | 17,911,853 | 26,312,867 | 32,969,764 | 2,783,007 | - | (1,265,063) | 78,712,428 |
| Temporarily restricted | 12,001,892 | 3,348,559 | 2,424,262 | 4,857,926 | - | 1,419,230 | 24,051,869 |
| Total net assets | 29,913,745 | 29,661,426 | 35,394,026 | 7,640,933 | - | 154,167 | 102,764,297 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 37,468,215 | $ 36,457,614 | $ 55,746,233 | $ 13,664,947 | $ - | $ 4,428,368 | $ 147,765,377 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION, BY REGION
## JUNE 30, 2017



| | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | |
| Cash and cash equivalents | $ 1,559,098 | $ - | $ - | $ 40,680,958 |
| Restricted cash and cash equivalents | - | 3,786,617 | - | 3,786,617 |
| Accounts receivable | - | - | - | 19,737,193 |
| Foundation grants receivable, current portion | 1,314,333 | - | - | 6,057,613 |
| Prepaid expenses and deposits | 27,279 | - | - | 672,738 |
| Intercompany receivable | 135 | - | (1,357,567) | - |
| Total current assets | 2,900,845 | 3,786,617 | (1,357,567) | 70,935,119 |
| **NON-CURRENT ASSETS:** | | | | |
| Restricted cash and cash equivalents | - | 7,632,320 | - | 11,500,054 |
| Investments | - | - | - | 10,104,496 |
| Foundation grants receivable, net | 382,554 | - | - | 1,430,726 |
| Deferred rent | - | 22,115 | (1,261,941) | - |
| Property and equipment, net | - | 103,712,407 | (1,032,128) | 168,154,487 |
| Other assets, net | - | - | - | 425,717 |
| **TOTAL ASSETS** | $ 3,283,399 | $ 115,153,459 | $ (3,651,636) | $ 262,550,599 |
| **CURRENT LIABILITIES:** | | | | |
| Accounts payable | $ 23,148 | $ 823,351 | $ - | $ 7,232,189 |
| Accrued expenses | 173,448 | 2,110,604 | - | 10,538,946 |
| Line of credit | - | - | - | 200,000 |
| Debt, current | - | 1,560,000 | - | 2,187,497 |
| Intercompany payable | 183,663 | 1,082,532 | (1,357,567) | - |
| Total current liabilities | 380,259 | 5,576,487 | (1,357,567) | 20,158,632 |
| **LONG-TERM LIABILITIES:** | | | | |
| Deferred rent | 5,967 | 853,818 | (1,261,941) | 840,451 |
| Debt, net | - | 110,648,391 | - | 138,847,411 |
| Total liabilities | 386,226 | 117,078,696 | (2,619,508) | 159,846,494 |
| **NET ASSETS:** | | | | |
| Unrestricted | 301,198 | (1,925,237) | (1,032,128) | 76,056,261 |
| Temporarily restricted | 2,595,975 | - | - | 26,647,844 |
| Total net assets | 2,897,173 | (1,925,237) | (1,032,128) | 102,704,105 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 3,283,399 | $ 115,153,459 | $ (3,651,636) | $ 262,550,599 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES, BY REGION
## YEAR ENDED JUNE 30, 2017



| | School Operations | | | | Administration | |
|---|---|---|---|---|---|---|
| CHANGES IN UNRESTRICTED NET ASSETS | Bay Area Schools | Central Valley Schools | LA Schools | Tennessee Schools | National Office | Total School Activity |
| **SUPPORT AND REVENUE:** | | | | | | |
| Private grants and contributions | $ 795,525 | $ 245,241 | $ 140,277 | $ 304,345 | $ 3,693,095 | $ 5,178,483 |
| Donated equipment, materials, and services | - | - | - | - | 1,560,578 | 1,560,578 |
| Federal revenue | 5,411,504 | 4,625,305 | 6,485,218 | 3,316,340 | 1,931,324 | 21,769,691 |
| California State revenue | | | | | | |
| State aid portion of general purpose funding | 26,024,344 | 31,834,628 | 28,213,129 | - | - | 86,072,101 |
| All other state revenue | 3,524,430 | 5,477,466 | 3,031,361 | - | - | 12,033,257 |
| Tennessee State revenue | | | | | | |
| Basic education program funding | - | - | - | 12,158,786 | - | 12,158,786 |
| All other state revenue | - | - | - | 178,563 | - | 178,563 |
| Local revenue: | | | | | | |
| Cash in-lieu of property taxes | 8,789,923 | 8,487,481 | 9,803,904 | - | 8,069 | 27,089,377 |
| Interest income | 12,151 | 9,391 | (1,891) | - | 61,613 | 81,264 |
| All other local revenue | 700,269 | 1,004,366 | 274,651 | 45,545 | 814,008 | 2,838,839 |
| Subtotal | 45,258,146 | 51,683,878 | 47,946,649 | 16,003,579 | 8,068,687 | 168,960,939 |
| Net assets released from restrictions | 9,171,116 | 9,454,809 | 8,830,173 | 4,992,453 | 2,425,193 | 34,873,744 |
| Total support and revenue | 54,429,262 | 61,138,687 | 56,776,822 | 20,996,032 | 10,493,880 | 203,834,683 |
| **EXPENSES** | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | |
| Educational programs | 49,289,309 | 53,645,707 | 51,650,025 | 17,264,066 | - | 171,849,107 |
| **SUPPORTING SERVICES:** | | | | | | |
| Site support | 1,446,489 | 2,128,501 | 2,099,221 | 1,620,529 | 9,160,520 | 16,455,260 |
| Development and expansion | 554,577 | 789,164 | 758,692 | 620,877 | 6,145,197 | 8,868,507 |
| Administration and general | 290,885 | 353,724 | 368,080 | 768,900 | 5,143,238 | 6,924,827 |
| Cost allocations | 2,983,590 | 3,536,535 | 3,311,837 | - | (9,831,962) | - |
| Total supporting services | 5,275,541 | 6,807,924 | 6,537,830 | 3,010,306 | 10,616,993 | 32,248,594 |
| Total expenses | 54,564,850 | 60,453,631 | 58,187,855 | 20,274,372 | 10,616,993 | 204,097,701 |
| **TRANSFERS BETWEEN AFFILIATES** | (25,020) | (5,244,460) | (25,020) | - | - | (5,294,500) |
| **Increase (Decrease) in Unrestricted Net Assets** | (160,608) | (4,559,404) | (1,436,053) | 721,660 | (123,113) | (5,557,518) |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | |
| Private grants and contributions | 109,174 | - | 153,000 | 5,325,000 | 1,700,096 | 7,287,270 |
| Federal and state revenue | 10,463,708 | 11,438,087 | 9,840,067 | 105,954 | - | 31,847,816 |
| Interfund transfers | (577,178) | (627,194) | (632,606) | - | 1,836,978 | - |
| Net assets released from restrictions | (9,171,116) | (9,454,809) | (8,830,173) | (4,992,453) | (2,425,193) | (34,873,744) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 824,588 | 1,356,084 | 530,288 | 438,501 | 1,111,881 | 4,261,342 |
| **INCREASE (DECREASE) IN NET ASSETS** | 663,980 | (3,203,320) | (905,765) | 1,160,161 | 988,768 | (1,296,176) |
| **NET ASSETS - Beginning of Year** | 29,249,765 | 32,864,746 | 36,299,791 | 6,480,772 | (834,601) | 104,060,473 |
| **NET ASSETS - End of Year** | $ 29,913,745 | $ 29,661,426 | $ 35,394,026 | $ 7,640,933 | $ 154,167 | $ 102,764,297 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES, BY REGION
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | |
| Private grants and contributions | $ 284,723 | $ - | $ (705,278) | $ 4,757,928 |
| Donated equipment, materials, and services | - | - | - | 1,560,578 |
| Federal revenue | - | - | - | 21,769,691 |
| California State revenue | | | | |
| State aid portion of general purpose funding | - | - | - | 86,072,101 |
| All other state revenue | - | - | - | 12,033,257 |
| Tennessee State revenue | | | | |
| Basic education program funding | - | - | - | 12,158,786 |
| All other state revenue | - | - | - | 178,563 |
| Local revenue: | | | | |
| Cash in-lieu of property taxes | - | - | - | 27,089,377 |
| Interest income | 445 | 30,319 | - | 112,028 |
| All other local revenue | 308,560 | 6,713,758 | (7,318,100) | 2,543,057 |
| Subtotal | 593,728 | 6,744,077 | (8,023,378) | 168,275,366 |
| Net assets released from restrictions | 1,495,781 | - | - | 36,369,525 |
| Total support and revenue | 2,089,509 | 6,744,077 | (8,023,378) | 204,644,891 |
| **EXPENSES** | | | | |
| **PROGRAM EXPENSES:** | | | | |
| Educational programs | 2,473,121 | 7,848,384 | (6,713,761) | 175,456,851 |
| **SUPPORTING SERVICES:** | | | | |
| Site support | - | - | (831,111) | 15,624,149 |
| Development and expansion | 139,998 | - | (352,775) | 8,655,730 |
| Administration and general | 546,766 | - | (125,731) | 7,345,862 |
| Cost allocations | - | - | - | - |
| Total supporting services | 686,764 | - | (1,309,617) | 31,625,741 |
| Total expenses | 3,159,885 | 7,848,384 | (8,023,378) | 207,082,592 |
| **TRANSFERS BETWEEN AFFILIATES** | - | 5,294,500 | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (1,070,376) | 4,190,193 | - | (2,437,701) |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | |
| Private grants and contributions | 538,405 | - | - | 7,825,675 |
| Federal and state revenue | - | - | - | 31,847,816 |
| Interfund transfers | - | - | - | - |
| Net assets released from restrictions | (1,495,781) | - | - | (36,369,525) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (957,376) | - | - | 3,303,966 |
| **INCREASE (DECREASE) IN NET ASSETS** | (2,027,752) | 4,190,193 | - | 866,265 |
| **NET ASSETS - Beginning of Year** | 4,924,925 | (6,115,430) | (1,032,128) | 101,837,840 |
| **NET ASSETS - End of Year** | $ 2,897,173 | $ (1,925,237) | $ (1,032,128) | $ 102,704,105 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2017



| | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Aspire Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 888,605 | $ 1,277,790 | $ 1,216,957 | $ 512,808 | $ 1,409,669 | $ 231,029 | $ 261,597 | $ 1,122,197 | $ 3,965,112 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 737,417 | 735,783 | 1,201,179 | 439,159 | 693,895 | 632,088 | 487,892 | 763,961 | 404,212 |
| Foundation grants receivable, current portion | 57,024 | - | - | - | - | - | 26,256 | - | - |
| Prepaid expenses and deposits | 46,997 | - | - | 29,509 | - | 37,554 | 26,667 | - | 8,624 |
| Intercompany receivable | - | - | - | - | - | - | - | - | - |
| Total current assets | 1,730,043 | 2,013,573 | 2,418,136 | 981,476 | 2,103,564 | 900,671 | 802,412 | 1,886,158 | 4,377,948 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | 1,000,000 | - | - | - | - | 1,867,734 |
| Investments | 524,834 | - | 638,463 | - | 880,211 | - | - | - | - |
| Foundation grants receivable, net | - | - | 1,000,000 | - | - | - | - | - | - |
| Deferred rent | - | 110,573 | 87,761 | - | - | - | - | 141,337 | - |
| Property and equipment, net | 222,775 | 546,644 | 4,896,498 | 312,807 | 143,134 | 356,972 | 323,366 | 2,847,311 | 1,894,908 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 2,477,652 | $ 2,670,790 | $ 9,040,858 | $ 2,294,283 | $ 3,126,909 | $ 1,257,643 | $ 1,125,778 | $ 4,874,806 | $ 8,140,590 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 93,554 | $ 36,184 | $ 1,175,406 | $ 36,521 | $ 50,775 | $ 175,423 | $ 104,512 | $ 37,629 | $ 79,060 |
| Accrued expenses | 188,255 | 196,408 | 279,189 | 121,580 | 205,217 | 187,193 | 120,523 | 193,979 | 79,250 |
| Line of credit | - | - | - | - | - | 100,000 | 100,000 | - | - |
| Debt, current | - | - | - | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 281,809 | 232,592 | 1,454,595 | 158,101 | 255,992 | 462,616 | 325,035 | 231,608 | 158,310 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | - | - | - | - | - | - | - | - | 3,706,191 |
| Total liabilities | 281,809 | 232,592 | 1,454,595 | 158,101 | 255,992 | 462,616 | 325,035 | 231,608 | 3,864,501 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,899,469 | 2,100,587 | 3,093,925 | 1,060,266 | 2,615,652 | 667,383 | 710,734 | 4,241,950 | 374,243 |
| Temporarily restricted | 296,374 | 337,611 | 4,492,338 | 1,075,916 | 255,265 | 127,644 | 90,009 | 401,248 | 3,901,846 |
| Total net assets | 2,195,843 | 2,438,198 | 7,586,263 | 2,136,182 | 2,870,917 | 795,027 | 800,743 | 4,643,198 | 4,276,089 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 2,477,652 | $ 2,670,790 | $ 9,040,858 | $ 2,294,283 | $ 3,126,909 | $ 1,257,643 | $ 1,125,778 | $ 4,874,806 | $ 8,140,590 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2017



| | Aspire College Academy | Bay Area Regional Office | Total Bay Area Region | Aspire Vincent Shalvey Academy | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Benjamin Holt Middle School * |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 380,699 | $ 20,971 | $ 11,287,434 | $ 1,016,519 | $ 822,280 | $ 699,711 | $ 193,339 | $ 1,964,871 | $ (521,901) |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 436,927 | 59,592 | 6,592,105 | 609,493 | 151,850 | 306,560 | 636,012 | 135,934 | 944,854 |
| Foundation grants receivable, current portion | - | - | 83,280 | - | - | - | - | - | - |
| Prepaid expenses and deposits | 24,499 | - | 173,850 | 14,877 | 11,183 | 46,848 | - | - | - |
| Intercompany receivable | - | 27,067 | 27,067 | - | - | - | - | - | - |
| Total current assets | 842,125 | 107,630 | 18,163,736 | 1,640,889 | 985,313 | 1,053,119 | 829,351 | 2,100,805 | 422,953 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | 1,000,000 | - | 3,867,734 | - | - | - | - | - | - |
| Investments | 291,063 | - | 2,334,571 | 584,433 | 499,200 | 535,870 | - | - | - |
| Foundation grants receivable, net | - | - | 1,000,000 | - | - | - | - | - | - |
| Deferred rent | - | - | 339,671 | - | - | - | 142,380 | 156,360 | - |
| Property and equipment, net | 199,105 | 18,983 | 11,762,503 | 368,230 | 55,353 | 330,209 | 280,204 | 265,152 | 256,902 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 2,332,293 | $ 126,613 | $ 37,468,215 | $ 2,593,552 | $ 1,539,866 | $ 1,919,198 | $ 1,251,935 | $ 2,522,317 | $ 679,855 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 23,581 | $ 37,385 | $ 1,850,030 | $ 36,215 | $ 38,003 | $ 58,392 | $ 54,354 | $ 83,706 | $ 66,592 |
| Accrued expenses | 136,933 | 89,722 | 1,798,249 | 131,190 | 75,344 | 105,582 | 118,369 | 134,366 | 99,199 |
| Line of credit | - | - | 200,000 | - | - | - | - | - | - |
| Debt, current | - | - | - | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 160,514 | 127,107 | 3,848,279 | 167,405 | 113,347 | 163,974 | 172,723 | 218,072 | 165,791 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | 320,855 |
| Debt, net | - | - | 3,706,191 | - | - | - | - | - | - |
| Total liabilities | 160,514 | 127,107 | 7,554,470 | 167,405 | 113,347 | 163,974 | 172,723 | 218,072 | 486,646 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,148,138 | (494) | 17,911,853 | 1,988,331 | 1,208,943 | 1,465,063 | 1,078,899 | 2,071,426 | 193,209 |
| Temporarily restricted | 1,023,641 | - | 12,001,892 | 437,816 | 217,576 | 290,161 | 313 | 232,819 | - |
| Total net assets | 2,171,779 | (494) | 29,913,745 | 2,426,147 | 1,426,519 | 1,755,224 | 1,079,212 | 2,304,245 | 193,209 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 2,332,293 | $ 126,613 | $ 37,468,215 | $ 2,593,552 | $ 1,539,866 | $ 1,919,198 | $ 1,251,935 | $ 2,522,317 | $ 679,855 |

* Aspire Benjamin Holt Middle School was a new charter that opened in the 2016/17 school year. Net assets of $3,671,855 were transferred from California Non Active Sites to Aspire Benjamin Holt Middle School on July 1, 2016.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2017



| | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep Academy | Aspire Alexander Twilight Secondary Academy | Aspire APEX Academy | Central Valley Regional Office |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 585,190 | $ 1,382,383 | $ 2,353,071 | $ 1,941,876 | $ 849,545 | $ 447,387 | $ 219,453 | $ 533,450 | $ 378,089 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 568,643 | 310,997 | 753,358 | 430,256 | 283,477 | 487,271 | 579,055 | 407,693 | 48,668 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | 35,000 |
| Prepaid expenses and deposits | 15,604 | - | - | 25,000 | 33,673 | 6,250 | - | 12,178 | - |
| Intercompany receivable | - | - | - | - | - | 29,893 | - | - | 39,608 |
| Total current assets | 1,169,437 | 1,693,380 | 3,106,429 | 2,397,132 | 1,166,695 | 970,801 | 798,508 | 953,321 | 501,365 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Investments | - | 969,966 | - | - | - | - | - | 291,846 | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | - | - | 164,064 | 109,966 | - | 108,386 | 40,727 | - | - |
| Property and equipment, net | 89,905 | 9,028,661 | 262,050 | 166,897 | 89,197 | 859,068 | 794,945 | 132,419 | 85,726 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 1,259,342 | $ 11,692,007 | $ 3,532,543 | $ 2,673,995 | $ 1,255,892 | $ 1,938,255 | $ 1,634,180 | $ 1,377,586 | $ 587,091 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 35,337 | $ 66,230 | $ 121,732 | $ 61,646 | $ 67,446 | $ 135,796 | $ 156,938 | $ 50,450 | $ 16,721 |
| Accrued expenses | 99,494 | 108,912 | 196,084 | 126,267 | 86,575 | 115,431 | 108,592 | 102,750 | 100,290 |
| Line of credit | - | - | - | - | - | - | - | - | - |
| Debt, current | - | 149,940 | - | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 134,831 | 325,082 | 317,816 | 187,913 | 154,021 | 251,227 | 265,530 | 153,200 | 117,011 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | - | 3,567,390 | - | - | - | - | - | - | - |
| Total liabilities | 134,831 | 3,892,472 | 317,816 | 187,913 | 154,021 | 251,227 | 265,530 | 153,200 | 117,011 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 835,237 | 7,552,119 | 2,898,622 | 2,386,250 | 740,158 | 1,473,468 | 1,085,508 | 935,913 | 399,721 |
| Temporarily restricted | 289,274 | 247,416 | 316,105 | 99,832 | 361,713 | 213,560 | 283,142 | 288,473 | 70,359 |
| Total net assets | 1,124,511 | 7,799,535 | 3,214,727 | 2,486,082 | 1,101,871 | 1,687,028 | 1,368,650 | 1,224,386 | 470,080 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,259,342 | $ 11,692,007 | $ 3,532,543 | $ 2,673,995 | $ 1,255,892 | $ 1,938,255 | $ 1,634,180 | $ 1,377,586 | $ 587,091 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2017



| | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin University Preparatory Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 12,865,263 | $ 1,008,470 | $ 403,816 | $ 1,541,074 | $ 1,067,234 | $ 1,309,468 | $ 1,276,247 | $ 1,307,020 | $ 793,190 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 6,654,121 | 454,344 | 713,702 | 407,540 | 401,679 | 397,574 | 414,740 | 397,133 | 357,250 |
| Foundation grants receivable, current portion | 35,000 | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | 165,613 | - | 11,750 | - | - | - | - | - | - |
| Intercompany receivable | 69,501 | - | - | - | - | - | - | - | - |
| Total current assets | 19,789,498 | 1,462,814 | 1,129,268 | 1,948,614 | 1,468,913 | 1,707,042 | 1,690,987 | 1,704,153 | 1,150,440 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Investments | 2,881,315 | 759,987 | 328,446 | - | - | - | 660,167 | 733,012 | 359,101 |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | 721,883 | - | - | 88,041 | 90,231 | - | - | - | - |
| Property and equipment, net | 13,064,918 | 15,722,014 | 17,135,230 | 126,494 | 233,572 | 218,736 | 40,623 | 40,481 | 22,473 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 36,457,614 | $ 17,944,815 | $ 18,592,944 | $ 2,163,149 | $ 1,792,716 | $ 1,925,778 | $ 2,391,777 | $ 2,477,646 | $ 1,532,014 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 1,049,558 | $ 68,805 | $ 107,594 | $ 74,244 | $ 53,106 | $ 94,282 | $ 51,745 | $ 41,936 | $ 24,998 |
| Accrued expenses | 1,708,445 | 231,453 | 281,775 | 131,438 | 150,707 | 214,991 | 167,706 | 167,136 | 137,235 |
| Line of credit | - | - | - | - | - | - | - | - | - |
| Debt, current | 149,940 | 211,261 | 266,296 | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 2,907,943 | 511,519 | 655,665 | 205,682 | 203,813 | 309,273 | 219,451 | 209,072 | 162,233 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | 320,855 | - | - | - | - | 87,269 | - | - | - |
| Debt, net | 3,567,390 | 7,811,078 | 8,263,249 | - | - | - | - | - | - |
| Total liabilities | 6,796,188 | 8,322,597 | 8,918,914 | 205,682 | 203,813 | 396,542 | 219,451 | 209,072 | 162,233 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 26,312,867 | 9,424,073 | 9,499,350 | 1,713,526 | 1,346,419 | 1,253,635 | 1,866,319 | 1,961,802 | 1,208,033 |
| Temporarily restricted | 3,348,559 | 198,145 | 174,680 | 243,941 | 242,484 | 275,601 | 306,007 | 306,772 | 161,748 |
| Total net assets | 29,661,426 | 9,622,218 | 9,674,030 | 1,957,467 | 1,588,903 | 1,529,236 | 2,172,326 | 2,268,574 | 1,369,781 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 36,457,614 | $ 17,944,815 | $ 18,592,944 | $ 2,163,149 | $ 1,792,716 | $ 1,925,778 | $ 2,391,777 | $ 2,477,646 | $ 1,532,014 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2017



| | Aspire Inskeep Academy | Aspire Slauson Academy | Aspire Centennial College Preparatory Academy | LA Regional Office | Total LA Region | National Office | Total Aspire Public Schools | Aspire Hanley School #1 | Aspire Hanley School #2 |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 762,352 | $ 671,686 | $ 1,062,130 | $ 512,431 | $ 11,715,118 | $ 479,545 | $ 36,347,360 | $ 18,839 | $ 9,896 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 341,879 | 353,263 | 706,949 | 63,437 | 5,009,490 | 479,430 | 18,735,146 | 165,842 | 368,782 |
| Foundation grants receivable, current portion | - | - | - | - | - | 1,125,000 | 1,243,280 | 650,000 | 750,000 |
| Prepaid expenses and deposits | - | - | 34,961 | 21,980 | 68,691 | 237,305 | 645,459 | - | - |
| Intercompany receivable | - | - | - | 30,876 | 30,876 | 1,141,517 | 1,268,961 | 7,427 | - |
| Total current assets | 1,104,231 | 1,024,949 | 1,804,040 | 628,724 | 16,824,175 | 3,462,797 | 58,240,206 | 842,108 | 1,128,678 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | 3,867,734 | - | - |
| Investments | 509,346 | 454,009 | 950,171 | - | 4,754,239 | 134,371 | 10,104,496 | - | - |
| Foundation grants receivable, net | - | - | - | - | - | 48,172 | 1,048,172 | - | - |
| Deferred rent | - | - | - | - | 178,272 | - | 1,239,826 | - | - |
| Property and equipment, net | 21,062 | 19,903 | 353,487 | 55,472 | 33,989,547 | 357,311 | 59,174,279 | 314,896 | 250,821 |
| Other assets, net | - | - | - | - | - | 425,717 | 425,717 | - | - |
| **TOTAL ASSETS** | $ 1,634,639 | $ 1,498,861 | $ 3,107,698 | $ 684,196 | $ 55,746,233 | $ 4,428,368 | $134,100,430 | $ 1,157,004 | $ 1,379,499 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 81,942 | $ 49,825 | $ 80,221 | $ 19,596 | $ 748,294 | $ 1,673,556 | $ 5,321,438 | $ 101,871 | $ 127,576 |
| Accrued expenses | 136,542 | 111,755 | 267,485 | 132,054 | 2,130,277 | 1,842,361 | 7,479,332 | 106,574 | 135,935 |
| Line of credit | - | - | - | - | - | - | 200,000 | - | - |
| Debt, current | - | - | - | - | 477,557 | - | 627,497 | - | - |
| Intercompany payable | - | - | - | - | - | 58,284 | 58,284 | (3,058) | 1,590 |
| Total current liabilities | 218,484 | 161,580 | 347,706 | 151,650 | 3,356,128 | 3,574,201 | 13,686,551 | 205,387 | 265,101 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | 834,483 | - | 921,752 | - | 1,242,607 | - | - |
| Debt, net | - | - | - | - | 16,074,327 | 700,000 | 24,047,908 | - | - |
| Total liabilities | 218,484 | 161,580 | 1,182,189 | 151,650 | 20,352,207 | 4,274,201 | 38,977,066 | 205,387 | 265,101 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,250,923 | 1,174,917 | 1,891,221 | 379,546 | 32,969,764 | (1,265,063) | 75,929,421 | 341,863 | 424,506 |
| Temporarily restricted | 165,232 | 162,364 | 34,288 | 153,000 | 2,424,262 | 1,419,230 | 19,193,943 | 609,754 | 689,892 |
| Total net assets | 1,416,155 | 1,337,281 | 1,925,509 | 532,546 | 35,394,026 | 154,167 | 95,123,364 | 951,617 | 1,114,398 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,634,639 | $ 1,498,861 | $ 3,107,698 | $ 684,196 | $ 55,746,233 | $ 4,428,368 | $134,100,430 | $ 1,157,004 | $ 1,379,499 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2017



| | Aspire Coleman Elementary School | Aspire East Academy *** | Tennessee Regional Office | Total Aspire TN, LLC | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | |
| Cash and cash equivalents | $ 292,754 | $ 1,491,766 | $ 961,245 | $ 2,774,500 | $ 1,559,098 | $ - | $ - | $ 40,680,958 |
| Restricted cash and cash equivalents | - | - | - | - | - | 3,786,617 | - | 3,786,617 |
| Accounts receivable | 302,420 | 100,808 | 64,195 | 1,002,047 | - | - | - | 19,737,193 |
| Foundation grants receivable, current portion | 600,000 | 950,000 | 550,000 | 3,500,000 | 1,314,333 | - | - | 6,057,613 |
| Prepaid expenses and deposits | - | - | - | - | 27,279 | - | - | 672,738 |
| Intercompany receivable | 7,773 | - | 73,271 | 88,471 | 135 | - | (1,357,567) | - |
| Total current assets | 1,202,947 | 2,542,574 | 1,648,711 | 7,365,018 | 2,900,845 | 3,786,617 | (1,357,567) | 70,935,119 |
| **NON-CURRENT ASSETS:** | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | 7,632,320 | - | 11,500,054 |
| Investments | - | - | - | - | - | - | - | 10,104,496 |
| Foundation grants receivable, net | - | - | - | - | 382,554 | - | - | 1,430,726 |
| Deferred rent | - | - | - | - | - | 22,115 | (1,261,941) | - |
| Property and equipment, net | 391,828 | 5,195,600 | 146,784 | 6,299,929 | - | 103,712,407 | (1,032,128) | 168,154,487 |
| Other assets, net | - | - | - | - | - | - | - | 425,717 |
| **TOTAL ASSETS** | $ 1,594,775 | $ 7,738,174 | $ 1,795,495 | $ 13,664,947 | $ 3,283,399 | $115,153,459 | $ (3,651,636) | $262,550,599 |
| **CURRENT LIABILITIES:** | | | | | | | | |
| Accounts payable | $ 177,766 | $ 600,991 | $ 56,048 | $ 1,064,252 | $ 23,148 | $ 823,351 | $ - | $ 7,232,189 |
| Accrued expenses | 184,845 | 37,591 | 310,617 | 775,562 | 173,448 | 2,110,604 | - | 10,538,946 |
| Line of credit | - | - | - | - | - | - | - | 200,000 |
| Debt, current | - | - | - | - | - | 1,560,000 | - | 2,187,497 |
| Intercompany payable | (1,889) | 253 | 36,192 | 33,088 | 183,663 | 1,082,532 | (1,357,567) | - |
| Total current liabilities | 360,722 | 638,835 | 402,857 | 1,872,902 | 380,259 | 5,576,487 | (1,357,567) | 20,158,632 |
| **LONG-TERM LIABILITIES:** | | | | | | | | |
| Deferred rent | - | - | - | - | 5,967 | 853,818 | (1,261,941) | 840,451 |
| Debt, net | - | 4,151,112 | - | 4,151,112 | - | 110,648,391 | - | 138,847,411 |
| Total liabilities | 360,722 | 4,789,947 | 402,857 | 6,024,014 | 386,226 | 117,078,696 | (2,619,508) | 159,846,494 |
| **NET ASSETS:** | | | | | | | | |
| Unrestricted | 547,486 | 642,225 | 826,927 | 2,783,007 | 301,198 | (1,925,237) | (1,032,128) | 76,056,261 |
| Temporarily restricted | 686,567 | 2,306,002 | 565,711 | 4,857,926 | 2,595,975 | - | - | 26,647,844 |
| Total net assets | 1,234,053 | 2,948,227 | 1,392,638 | 7,640,933 | 2,897,173 | (1,925,237) | (1,032,128) | 102,704,105 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,594,775 | $ 7,738,174 | $ 1,795,495 | $ 13,664,947 | $ 3,283,399 | $115,153,459 | $ (3,651,636) | $262,550,599 |

*** Aspire East Academy was a new charter that opened in the 2016/17 school year. A net deficit of $90,025 was transferred from Tennessee Non Active Sites to Aspire East Academy on July 1, 2016.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Aspire Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 76,642 | $ 520 | $ 416,069 | $ 42,433 | $ 19,108 | $ 38,578 | $ 35,721 | $ 2,656 | $ 28,490 |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | - | - |
| Federal revenue | 582,091 | 512,306 | 781,029 | 311,851 | 679,795 | 469,621 | 381,447 | 507,212 | 528,340 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 2,369,112 | 3,119,035 | 5,231,671 | 1,866,743 | 2,787,184 | 2,375,184 | 1,780,341 | 3,352,072 | 1,193,883 |
| All other state revenue | 423,274 | 321,370 | 537,471 | 304,977 | 209,513 | 315,420 | 263,562 | 624,277 | 206,763 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 868,442 | 1,092,753 | 1,245,989 | 592,818 | 1,107,014 | 879,210 | 719,397 | 1,204,217 | 463,437 |
| Interest income | 210 | 273 | 10,969 | 25 | 292 | 9 | 10 | 226 | 106 |
| All other local revenue | 21,190 | 263,019 | 93,391 | 10,901 | 86,728 | 78,670 | 83,380 | 45,220 | 13,107 |
| Subtotal | 4,340,961 | 5,309,276 | 8,316,589 | 3,129,748 | 4,889,634 | 4,156,692 | 3,263,858 | 5,735,880 | 2,434,126 |
| Net assets released from restrictions | 868,800 | 1,357,472 | 2,002,520 | 769,354 | 1,057,363 | 410,919 | 412,766 | 1,119,888 | 721,374 |
| Total support and revenue | 5,209,761 | 6,666,748 | 10,319,109 | 3,899,102 | 5,946,997 | 4,567,611 | 3,676,624 | 6,855,768 | 3,155,500 |
| **EXPENSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 4,617,697 | 6,203,370 | 9,318,991 | 3,608,407 | 5,423,296 | 4,064,818 | 3,311,781 | 6,200,655 | 3,053,695 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | - | - |
| Program development and expansion | - | - | - | - | - | - | - | - | - |
| Administration and general | - | - | - | - | - | - | - | - | - |
| Cost allocations | 498,088 | 645,947 | 944,576 | 238,182 | 601,666 | 421,392 | 274,098 | 698,225 | 168,635 |
| Total supporting services | 498,088 | 645,947 | 944,576 | 238,182 | 601,666 | 421,392 | 274,098 | 698,225 | 168,635 |
| Total expenses | 5,115,785 | 6,849,317 | 10,263,567 | 3,846,589 | 6,024,962 | 4,486,210 | 3,585,879 | 6,898,880 | 3,222,330 |
| **TRANSFERS BETWEEN AFFILIATES** | - | (8,340) | (8,340) | - | - | - | - | (8,340) | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 93,976 | (190,909) | 47,202 | 52,513 | (77,965) | 81,401 | 90,745 | (51,452) | (66,830) |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | 34,174 | - | - | - | - | 75,000 | - | - |
| Federal and state revenue | 1,012,668 | 1,467,864 | 2,305,317 | 808,499 | 1,173,261 | 586,974 | 421,297 | 1,388,623 | 808,814 |
| Interfund transfers | (56,001) | (70,398) | (105,734) | (38,222) | (71,581) | (48,411) | (39,541) | (77,636) | (29,923) |
| Net assets released from restrictions | (868,800) | (1,357,472) | (2,002,520) | (769,354) | (1,057,363) | (410,919) | (412,766) | (1,119,888) | (721,374) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 87,867 | 74,168 | 197,063 | 923 | 44,317 | 127,644 | 43,990 | 191,099 | 57,517 |
| **INCREASE (DECREASE) IN NET ASSETS** | 181,843 | (116,741) | 244,265 | 53,436 | (33,648) | 209,045 | 134,735 | 139,647 | (9,313) |
| **NET ASSETS - Beginning of Year** | 2,014,000 | 2,554,939 | 7,341,998 | 2,082,746 | 2,904,565 | 585,982 | 666,008 | 4,503,551 | 4,285,402 |
| **NET ASSETS - End of Year** | $ 2,195,843 | $ 2,438,198 | $ 7,586,263 | $ 2,136,182 | $ 2,870,917 | $ 795,027 | $ 800,743 | $ 4,643,198 | $ 4,276,089 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire College Academy | Bay Area Regional Office | Total Bay Area Region | Aspire Vincent Shalvey Academy | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Benjamin Holt Middle School * |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 30,983 | $ 104,325 | $ 795,525 | $ 5,815 | $ 193 | $ 23,092 | $ 10,404 | $ 4,830 | $ - |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | - | - |
| Federal revenue | 326,748 | 331,064 | 5,411,504 | 153,309 | 96,809 | 342,632 | 357,964 | 198,194 | 423,334 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,949,119 | - | 26,024,344 | 1,865,980 | 1,306,045 | 2,424,585 | 2,203,491 | 2,105,720 | 2,585,574 |
| All other state revenue | 317,803 | - | 3,524,430 | 427,632 | 291,559 | 444,791 | 455,582 | 510,008 | 391,207 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 616,646 | - | 8,789,923 | 633,680 | 398,117 | 347,221 | 678,484 | 629,825 | 730,792 |
| Interest income | 31 | - | 12,151 | 663 | 810 | 1,301 | 690 | 1,161 | 236 |
| All other local revenue | 4,663 | - | 700,269 | 157,924 | 25,749 | 115,087 | 73,531 | 98,536 | 66,155 |
| Subtotal | 3,245,993 | 435,389 | 45,258,146 | 3,245,003 | 2,119,282 | 3,698,709 | 3,780,146 | 3,548,274 | 4,197,298 |
| Net assets released from restrictions | 450,660 | - | 9,171,116 | 573,680 | 421,495 | 672,034 | 743,108 | 606,080 | 50,871 |
| Total support and revenue | 3,696,653 | 435,389 | 54,429,262 | 3,818,683 | 2,540,777 | 4,370,743 | 4,523,254 | 4,154,354 | 4,248,169 |
| **EXPENSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,486,599 | - | 49,289,309 | 3,438,092 | 2,343,524 | 3,994,982 | 4,053,651 | 3,561,806 | 3,471,538 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | 1,446,489 | 1,446,489 | - | - | - | - | - | - |
| Program development and expansion | - | 554,577 | 554,577 | - | - | - | - | - | - |
| Administration and general | - | 290,885 | 290,885 | - | - | - | - | - | - |
| Cost allocations | 301,917 | (1,809,136) | 2,983,590 | 503,980 | 342,960 | 565,038 | 585,547 | 547,534 | (137,289) |
| Total supporting services | 301,917 | 482,815 | 5,275,541 | 503,980 | 342,960 | 565,038 | 585,547 | 547,534 | (137,289) |
| Total expenses | 3,788,516 | 482,815 | 54,564,850 | 3,942,072 | 2,686,484 | 4,560,020 | 4,639,198 | 4,109,340 | 3,334,249 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | (25,020) | - | - | - | (7,645) | (7,645) | (4,392,566) |
| **Increase (Decrease) in Unrestricted Net Assets** | (91,863) | (47,426) | (160,608) | (123,389) | (145,707) | (189,277) | (123,589) | 37,369 | (3,478,646) |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | 109,174 | - | - | - | - | - | - |
| Federal and state revenue | 490,391 | - | 10,463,708 | 621,519 | 457,547 | 936,857 | 800,173 | 790,536 | 113,281 |
| Interfund transfers | (39,731) | - | (577,178) | (54,062) | (36,876) | (55,846) | (57,889) | (53,684) | (62,410) |
| Net assets released from restrictions | (450,660) | - | (9,171,116) | (573,680) | (421,495) | (672,034) | (743,108) | (606,080) | (50,871) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | - | - | 824,588 | (6,223) | (824) | 208,977 | (824) | 130,772 | - |
| **INCREASE (DECREASE) IN NET ASSETS** | (91,863) | (47,426) | 663,980 | (129,612) | (146,531) | 19,700 | (124,413) | 168,141 | (3,478,646) |
| **NET ASSETS - Beginning of Year** | 2,263,642 | 46,932 | 29,249,765 | 2,555,759 | 1,573,050 | 1,735,524 | 1,203,625 | 2,136,104 | 3,671,855 |
| **NET ASSETS - End of Year** | $ 2,171,779 | $ (494) | $ 29,913,745 | $ 2,426,147 | $ 1,426,519 | $ 1,755,224 | $ 1,079,212 | $ 2,304,245 | $ 193,209 |

* Aspire Benjamin Holt Middle School was a new charter that opened in the 2016/17 school year. Net assets of $3,671,855 were transferred from California Non Active Sites to Aspire Benjamin Holt Middle School on July 1, 2016.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep Academy | Aspire Alexander Twilight Secondary Academy | Aspire APEX Academy | Central Valley Regional Office |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 175 | $ 1,350 | $ 2,875 | $ 533 | $ 1,275 | $ - | $ - | $ - | $ 194,699 |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | - | - |
| Federal revenue | 370,772 | 265,265 | 405,484 | 253,115 | 420,969 | 493,323 | 369,879 | 194,623 | 279,633 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,685,871 | 2,569,641 | 4,908,470 | 2,513,238 | 1,777,708 | 1,896,433 | 2,083,591 | 1,908,281 | - |
| All other state revenue | 246,672 | 137,174 | 782,449 | 437,394 | 133,658 | 447,552 | 450,227 | 321,561 | - |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 540,098 | 415,590 | 810,871 | 455,879 | 875,499 | 795,367 | 837,218 | 338,840 | - |
| Interest income | 156 | 876 | 1,358 | 846 | 392 | 272 | - | 630 | - |
| All other local revenue | 48,697 | 26,472 | 113,523 | 87,408 | 93,307 | 34,770 | 41,760 | 16,970 | 4,477 |
| Subtotal | 2,892,441 | 3,416,368 | 7,025,030 | 3,748,413 | 3,302,808 | 3,667,717 | 3,782,675 | 2,780,905 | 478,809 |
| Net assets released from restrictions | 663,282 | 527,871 | 1,268,570 | 862,309 | 599,884 | 856,859 | 1,029,347 | 503,320 | 76,099 |
| Total support and revenue | 3,555,723 | 3,944,239 | 8,293,600 | 4,610,722 | 3,902,692 | 4,524,576 | 4,812,022 | 3,284,225 | 554,908 |
| **EXPENSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,410,129 | 3,597,524 | 6,866,161 | 3,913,086 | 3,361,496 | 4,209,423 | 4,394,716 | 3,029,579 | - |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | - | 2,128,501 |
| Program development and expansion | - | - | - | - | - | - | - | - | 789,164 |
| Administration and general | - | - | - | - | - | - | - | - | 353,724 |
| Cost allocations | 449,566 | 585,181 | 1,121,540 | 593,360 | 531,811 | 552,287 | 496,997 | 452,258 | (3,654,235) |
| Total supporting services | 449,566 | 585,181 | 1,121,540 | 593,360 | 531,811 | 552,287 | 496,997 | 452,258 | (382,846) |
| Total expenses | 3,859,695 | 4,182,705 | 7,987,701 | 4,506,446 | 3,893,307 | 4,761,710 | 4,891,713 | 3,481,837 | (382,846) |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | (8,340) | (8,340) | - | (8,340) | (8,340) | - | (803,244) |
| **Increase (Decrease) in Unrestricted Net Assets** | (303,972) | (238,466) | 297,559 | 95,936 | 9,385 | (245,474) | (88,031) | (197,612) | 134,510 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | - | - | - | - | - | - |
| Federal and state revenue | 917,963 | 742,379 | 1,472,986 | 877,701 | 937,893 | 932,603 | 1,185,046 | 651,603 | - |
| Interfund transfers | (41,053) | (50,798) | (99,163) | (55,740) | (53,658) | (53,795) | (57,206) | (41,472) | 146,458 |
| Net assets released from restrictions | (663,282) | (527,871) | (1,268,570) | (862,309) | (599,884) | (856,859) | (1,029,347) | (503,320) | (76,099) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 213,628 | 163,710 | 105,253 | (40,348) | 284,351 | 21,949 | 98,493 | 106,811 | 70,359 |
| **INCREASE (DECREASE) IN NET ASSETS** | (90,344) | (74,756) | 402,812 | 55,588 | 293,736 | (223,525) | 10,462 | (90,801) | 204,869 |
| **NET ASSETS - Beginning of Year** | 1,214,855 | 7,874,291 | 2,811,915 | 2,430,494 | 808,135 | 1,910,553 | 1,358,188 | 1,315,187 | 265,211 |
| **NET ASSETS - End of Year** | $ 1,124,511 | $ 7,799,535 | $ 3,214,727 | $ 2,486,082 | $ 1,101,871 | $ 1,687,028 | $ 1,368,650 | $ 1,224,386 | $ 470,080 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin College Prep Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 245,241 | $ 3,011 | $ 100 | $ - | $ 730 | $ - | $ 2,085 | $ 1,450 | $ - |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | - | - |
| Federal revenue | 4,625,305 | 690,950 | 633,986 | 445,404 | 454,556 | 516,147 | 495,413 | 586,323 | 540,668 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 31,834,628 | 2,361,481 | 4,349,210 | 1,939,636 | 1,964,685 | 2,794,924 | 2,414,975 | 2,433,283 | 2,208,104 |
| All other state revenue | 5,477,466 | 167,199 | 245,318 | 363,409 | 372,035 | 503,719 | 165,003 | 164,350 | 149,888 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 8,487,481 | 858,387 | 1,360,801 | 705,861 | 711,157 | 953,076 | 886,575 | 888,647 | 805,552 |
| Interest income | 9,391 | (2,598) | 292 | 268 | 147 | - | - | - | - |
| All other local revenue | 1,004,366 | 31,299 | 68,474 | 19,752 | 16,866 | 48,213 | 16,829 | 26,530 | 10,882 |
| Subtotal | 51,683,878 | 4,109,729 | 6,658,181 | 3,474,330 | 3,520,176 | 4,816,079 | 3,980,880 | 4,100,583 | 3,715,094 |
| Net assets released from restrictions | 9,454,809 | 749,795 | 1,170,660 | 591,499 | 563,831 | 1,020,921 | 928,794 | 859,428 | 902,474 |
| Total support and revenue | 61,138,687 | 4,859,524 | 7,828,841 | 4,065,829 | 4,084,007 | 5,837,000 | 4,909,674 | 4,960,011 | 4,617,568 |
| **EXPENSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 53,645,707 | 4,920,779 | 7,539,157 | 3,615,377 | 3,636,103 | 5,968,971 | 4,286,478 | 4,265,190 | 3,879,093 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | 2,128,501 | - | - | - | - | - | - | - | - |
| Program development and expansion | 789,164 | - | - | - | - | - | - | - | - |
| Administration and general | 353,724 | - | - | - | - | - | - | - | - |
| Cost allocations | 3,536,535 | 542,319 | 908,200 | 436,303 | 439,467 | 625,023 | 540,816 | 543,593 | 496,560 |
| Total supporting services | 6,807,924 | 542,319 | 908,200 | 436,303 | 439,467 | 625,023 | 540,816 | 543,593 | 496,560 |
| Total expenses | 60,453,631 | 5,463,098 | 8,447,357 | 4,051,680 | 4,075,570 | 6,593,994 | 4,827,294 | 4,808,783 | 4,375,653 |
| **TRANSFERS BETWEEN AFFILIATES** | (5,244,460) | - | - | (8,340) | (8,340) | (8,340) | - | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (4,559,404) | (603,574) | (618,516) | 5,809 | 97 | (765,334) | 82,380 | 151,228 | 241,915 |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | - | - | - | - | - | - |
| Federal and state revenue | 11,438,087 | 808,156 | 1,333,759 | 637,141 | 609,651 | 1,164,834 | 1,097,221 | 1,022,155 | 954,523 |
| Interfund transfers | (627,194) | (55,630) | (88,097) | (45,642) | (45,820) | (61,155) | (57,087) | (57,270) | (52,049) |
| Net assets released from restrictions | (9,454,809) | (749,795) | (1,170,660) | (591,499) | (563,831) | (1,020,921) | (928,794) | (859,428) | (902,474) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 1,356,084 | 2,731 | 75,002 | - | - | 82,758 | 111,340 | 105,457 | - |
| **INCREASE (DECREASE) IN NET ASSETS** | (3,203,320) | (600,843) | (543,514) | 5,809 | 97 | (682,576) | 193,720 | 256,685 | 241,915 |
| **NET ASSETS - Beginning of Year** | 32,864,746 | 10,223,061 | 10,217,544 | 1,951,658 | 1,588,806 | 2,211,812 | 1,978,606 | 2,011,889 | 1,127,866 |
| **NET ASSETS - End of Year** | $ 29,661,426 | $ 9,622,218 | $ 9,674,030 | $ 1,957,467 | $ 1,588,903 | $ 1,529,236 | $ 2,172,326 | $ 2,268,574 | $ 1,369,781 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Inskeep Academy | Aspire Slauson Academy | Aspire Centennial College Prep Academy | LA Regional Office | Total LA Region | National Office | Total Aspire Public Schools | Aspire Hanley School #1 | Aspire Hanley School #2 |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ - | $ - | $ - | $ 132,901 | $ 140,277 | $ 3,693,095 | $ 4,874,138 | $ 30,688 | $ 55,839 |
| Donated equipment, materials, and services | - | - | - | - | - | 1,560,578 | 1,560,578 | - | - |
| Federal revenue | 505,181 | 539,188 | 765,906 | 311,496 | 6,485,218 | 1,931,324 | 18,453,351 | 712,057 | 674,301 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 2,010,555 | 2,017,387 | 3,718,889 | - | 28,213,129 | - | 86,072,101 | - | - |
| All other state revenue | 144,814 | 142,724 | 612,902 | - | 3,031,361 | - | 12,033,257 | - | - |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | 3,989,601 | 2,649,616 |
| All other state revenue | - | - | - | - | - | - | - | - | 178,563 |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 734,382 | 734,263 | 1,165,203 | - | 9,803,904 | 8,069 | 27,089,377 | - | - |
| Interest income | - | - | - | - | (1,891) | 61,613 | 81,264 | - | - |
| All other local revenue | 16,739 | 1,158 | 19,087 | (1,178) | 274,651 | 814,008 | 2,793,294 | 8,428 | 10,900 |
| Subtotal | 3,411,671 | 3,434,720 | 6,281,987 | 443,219 | 47,946,649 | 8,068,687 | 152,957,360 | 4,740,774 | 3,569,219 |
| Net assets released from restrictions | 746,347 | 739,016 | 557,408 | - | 8,830,173 | 2,425,193 | 29,881,291 | 1,194,498 | 888,085 |
| Total support and revenue | 4,158,018 | 4,173,736 | 6,839,395 | 443,219 | 56,776,822 | 10,493,880 | 182,838,651 | 5,935,272 | 4,457,304 |
| **EXPENSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,721,533 | 3,655,728 | 6,161,616 | - | 51,650,025 | - | 154,585,041 | 5,491,874 | 4,282,535 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | 2,099,221 | 2,099,221 | 9,160,520 | 14,834,731 | - | - |
| Program development and expansion | - | - | - | 758,692 | 758,692 | 6,145,197 | 8,247,630 | - | - |
| Administration and general | - | - | - | 368,080 | 368,080 | 5,143,238 | 6,155,927 | - | - |
| Cost allocations | 454,174 | 454,738 | 709,362 | (2,838,718) | 3,311,837 | (9,831,962) | - | 704,258 | 467,925 |
| Total supporting services | 454,174 | 454,738 | 709,362 | 387,275 | 6,537,830 | 10,616,993 | 29,238,288 | 704,258 | 467,925 |
| Total expenses | 4,175,707 | 4,110,466 | 6,870,978 | 387,275 | 58,187,855 | 10,616,993 | 183,823,329 | 6,196,132 | 4,750,460 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | - | - | (25,020) | - | (5,294,500) | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (17,689) | 63,270 | (31,583) | 55,944 | (1,436,053) | (123,113) | (6,279,178) | (260,860) | (293,156) |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | 153,000 | 153,000 | 1,700,096 | 1,962,270 | 650,000 | 750,000 |
| Federal and state revenue | 793,656 | 786,381 | 632,590 | - | 9,840,067 | - | 31,741,862 | 52,977 | 52,977 |
| Interfund transfers | (47,309) | (47,365) | (75,182) | - | (632,606) | 1,836,978 | - | 1,025,000 | 775,000 |
| Net assets released from restrictions | (746,347) | (739,016) | (557,408) | - | (8,830,173) | (2,425,193) | (29,881,291) | (1,194,498) | (888,085) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | - | - | - | 153,000 | 530,288 | 1,111,881 | 3,822,841 | 533,479 | 689,892 |
| **INCREASE (DECREASE) IN NET ASSETS** | (17,689) | 63,270 | (31,583) | 208,944 | (905,765) | 988,768 | (2,456,337) | 272,619 | 396,736 |
| **NET ASSETS - Beginning of Year** | 1,433,844 | 1,274,011 | 1,957,092 | 323,602 | 36,299,791 | (834,601) | 97,579,701 | 678,998 | 717,662 |
| **NET ASSETS - End of Year** | $ 1,416,155 | $ 1,337,281 | $ 1,925,509 | $ 532,546 | $ 35,394,026 | $ 154,167 | $ 95,123,364 | $ 951,617 | $ 1,114,398 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2017



| CHANGES IN UNRESTRICTED NET ASSETS | Aspire Coleman Elementary School | Aspire East Academy ** | Tennessee Regional Office | Total Aspire TN, LLC | Aspire University | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | |
| Private grants and contributions | $ 144,640 | $ - | $ 73,178 | $ 304,345 | $ 284,723 | $ - | $ (705,278) | $ 4,757,928 |
| Donated equipment, materials, and services | - | - | - | - | - | - | - | 1,560,578 |
| Federal revenue | 1,142,601 | 514,541 | 272,840 | 3,316,340 | - | - | - | 21,769,691 |
| California State revenue: | | | | | | | | |
| State aid portion of general purpose funding | - | - | - | - | - | - | - | 86,072,101 |
| All other state revenue | - | - | - | - | - | - | - | 12,033,257 |
| Tennessee State revenue: | | | | | | | | |
| Basic education program funding | 4,606,453 | 913,116 | - | 12,158,786 | - | - | - | 12,158,786 |
| All other state revenue | - | - | - | 178,563 | - | - | - | 178,563 |
| Local revenue: | | | | | | | | |
| Cash in-lieu of property taxes | - | - | - | - | - | - | - | 27,089,377 |
| Interest income | - | - | - | - | 445 | 30,319 | - | 112,028 |
| All other local revenue | 16,191 | 10,026 | - | 45,545 | 308,560 | 6,713,758 | (7,318,100) | 2,543,057 |
| Subtotal | 5,909,885 | 1,437,683 | 346,018 | 16,003,579 | 593,728 | 6,744,077 | (8,023,378) | 168,275,366 |
| Net assets released from restrictions | 956,990 | 1,218,998 | 733,882 | 4,992,453 | 1,495,781 | - | - | 36,369,525 |
| Total support and revenue | 6,866,875 | 2,656,681 | 1,079,900 | 20,996,032 | 2,089,509 | 6,744,077 | (8,023,378) | 204,644,891 |
| **EXPENSES** | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | |
| Educational programs | 5,725,343 | 1,764,314 | - | 17,264,066 | 2,473,121 | 7,848,384 | (6,713,761) | 175,456,851 |
| **SUPPORTING SERVICES:** | | | | | | | | |
| Site support | - | - | 1,620,529 | 1,620,529 | - | - | (831,111) | 15,624,149 |
| Program development and expansion | - | - | 620,877 | 620,877 | 139,998 | - | (352,775) | 8,655,730 |
| Administration and general | - | - | 768,900 | 768,900 | 546,766 | - | (125,731) | 7,345,862 |
| Cost allocations | 805,796 | 160,117 | (2,138,096) | - | - | - | - | - |
| Total supporting services | 805,796 | 160,117 | 872,210 | 3,010,306 | 686,764 | - | (1,309,617) | 31,625,741 |
| Total expenses | 6,531,139 | 1,924,431 | 872,210 | 20,274,372 | 3,159,885 | 7,848,384 | (8,023,378) | 207,082,592 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | - | - | - | 5,294,500 | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 335,736 | 732,250 | 207,690 | 721,660 | (1,070,376) | 4,190,193 | - | (2,437,701) |
| **CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | |
| Private grants and contributions | 600,000 | 2,775,000 | 550,000 | 5,325,000 | 538,405 | - | - | 7,825,675 |
| Federal and state revenue | - | - | - | 105,954 | - | - | - | 31,847,816 |
| Interfund transfers | - | 750,000 | (2,550,000) | - | - | - | - | - |
| Net assets released from restrictions | (956,990) | (1,218,998) | (733,882) | (4,992,453) | (1,495,781) | - | - | (36,369,525) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (356,990) | 2,306,002 | (2,733,882) | 438,501 | (957,376) | - | - | 3,303,966 |
| **INCREASE (DECREASE) IN NET ASSETS** | (21,254) | 3,038,252 | (2,526,192) | 1,160,161 | (2,027,752) | 4,190,193 | - | 866,265 |
| **NET ASSETS - Beginning of Year** | 1,255,307 | (90,025) | 3,918,830 | 6,480,772 | 4,924,925 | (6,115,430) | (1,032,128) | 101,837,840 |
| **NET ASSETS - End of Year** | $ 1,234,053 | $ 2,948,227 | $ 1,392,638 | $ 7,640,933 | $ 2,897,173 | $ (1,925,237) | $ (1,032,128) | $ 102,704,105 |

** Aspire East Academy was a new charter that opened in the 2016/17 school year. A net deficit of $90,025 was transferred from Tennessee Non Active Sites to Aspire East Academy on July 1, 2016.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2017



| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy | Aspire College Academy | Total Bay Area Region | Aspire Vincent Shalvey Academy |
| Certificated salaries | $ 2,004,749 | $ 2,616,707 | $ 3,876,020 | $ 1,420,644 | $ 2,531,816 | $ 1,831,076 | $ 1,309,490 | $ 2,546,326 | $ 1,375,556 | $ 1,522,656 | $ 21,035,040 | $ 1,658,210 |
| Classified salaries | 797,200 | 885,145 | 1,404,048 | 608,829 | 834,996 | 520,648 | 471,068 | 761,187 | 533,713 | 492,332 | 7,309,166 | 343,562 |
| Employee benefits | 830,055 | 1,028,371 | 1,527,029 | 591,140 | 1,037,776 | 616,017 | 440,429 | 952,867 | 535,165 | 611,479 | 8,170,328 | 635,889 |
| Books and supplies | 430,880 | 506,778 | 560,917 | 283,877 | 403,725 | 248,375 | 380,211 | 461,169 | 274,692 | 291,920 | 3,842,544 | 185,380 |
| Services and other operating expenses | 500,372 | 1,120,269 | 1,869,682 | 653,078 | 560,021 | 791,092 | 637,457 | 1,287,016 | 315,901 | 466,959 | 8,201,847 | 444,264 |
| Depreciation and amortization | 54,441 | 46,100 | 81,295 | 50,839 | 54,962 | 57,610 | 73,126 | 192,090 | 18,668 | 101,253 | 730,384 | 170,787 |
| Total | $ 4,617,697 | $ 6,203,370 | $ 9,318,991 | $ 3,608,407 | $ 5,423,296 | $ 4,064,818 | $ 3,311,781 | $ 6,200,655 | $ 3,053,695 | $ 3,486,599 | $ 49,289,309 | $ 3,438,092 |

| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Benjamin Holt Middle School | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep | Alexander Twilight Secondary Academy |
| Certificated salaries | $ 1,091,226 | $ 1,726,866 | $ 1,834,746 | $ 1,090,608 | $ 1,321,460 | $ 1,409,370 | $ 1,505,124 | $ 2,792,876 | $ 1,509,490 | $ 1,600,976 | $ 1,573,358 | $ 1,793,753 |
| Classified salaries | 265,568 | 569,676 | 504,232 | 533,031 | 400,316 | 557,383 | 525,092 | 780,800 | 716,218 | 315,281 | 609,436 | 513,751 |
| Employee benefits | 462,179 | 697,319 | 694,031 | 574,754 | 551,972 | 636,906 | 641,464 | 1,187,473 | 729,706 | 634,620 | 678,428 | 771,609 |
| Books and supplies | 139,278 | 368,266 | 299,040 | 234,663 | 371,527 | 387,919 | 180,933 | 433,163 | 142,984 | 202,728 | 472,556 | 401,714 |
| Services and other operating expenses | 366,906 | 561,161 | 697,183 | 1,104,294 | 789,044 | 398,021 | 377,472 | 1,638,347 | 784,131 | 583,589 | 830,627 | 877,060 |
| Depreciation and amortization | 18,367 | 71,694 | 24,419 | 24,456 | 37,219 | 20,530 | 367,439 | 33,502 | 30,557 | 24,302 | 45,018 | 36,829 |
| Total | $ 2,343,524 | $ 3,994,982 | $ 4,053,651 | $ 3,561,806 | $ 3,471,538 | $ 3,410,129 | $ 3,597,524 | $ 6,866,161 | $ 3,913,086 | $ 3,361,496 | $ 4,209,423 | $ 4,394,716 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2017



| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire APEX Academy | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin College Prep Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy | Aspire Inskeep Academy | Aspire Slauson Academy |
| Certificated salaries | $ 1,258,801 | $22,166,864 | $ 1,881,668 | $ 2,874,975 | $ 1,287,504 | $ 1,359,572 | $ 2,076,510 | $ 1,722,129 | $ 1,825,972 | $ 1,438,989 | $ 1,424,599 | $ 1,348,381 |
| Classified salaries | 466,597 | 7,100,943 | 693,826 | 1,354,689 | 648,165 | 634,562 | 1,121,074 | 830,546 | 762,363 | 905,506 | 925,859 | 835,440 |
| Employee benefits | 553,046 | 9,449,396 | 756,265 | 1,258,232 | 502,628 | 528,249 | 973,270 | 816,434 | 766,055 | 648,337 | 670,373 | 627,808 |
| Books and supplies | 199,655 | 4,019,806 | 472,358 | 594,476 | 456,972 | 440,410 | 515,825 | 468,477 | 470,367 | 533,342 | 406,472 | 552,217 |
| Services and other operating expenses | 390,737 | 9,842,836 | 602,252 | 882,449 | 702,258 | 631,544 | 1,233,723 | 436,986 | 428,572 | 344,704 | 285,424 | 283,655 |
| Depreciation and amortization | 160,743 | 1,065,862 | 514,410 | 574,336 | 17,850 | 41,766 | 48,569 | 11,906 | 11,861 | 8,215 | 8,806 | 8,227 |
| Total | $ 3,029,579 | $53,645,707 | $ 4,920,779 | $ 7,539,157 | $ 3,615,377 | $ 3,636,103 | $ 5,968,971 | $ 4,286,478 | $ 4,265,190 | $ 3,879,093 | $ 3,721,533 | $ 3,655,728 |

| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire Centennial College Prep Academy | Total LA Region | Aspire Public Schools Program Expenses | Aspire Hanley School #1 | Aspire Hanley School #2 | Aspire Coleman Elementary School | Aspire East Academy | Aspire TN, LLC Program Expenses | Aspire University | CFC Inc. | Eliminations | Total Expenses |
| Certificated salaries | $ 2,463,400 | $19,703,699 | $ 62,905,603 | $ 2,682,396 | $ 1,705,355 | $ 2,493,864 | $ 570,782 | $ 7,452,397 | $ 850,261 | $ - | $ - | $ 71,208,261 |
| Classified salaries | 991,369 | 9,703,399 | 24,113,508 | 496,536 | 511,279 | 441,949 | 127,977 | 1,577,741 | 608,786 | - | - | 26,300,035 |
| Employee benefits | 896,712 | 8,444,363 | 26,064,087 | 942,614 | 654,235 | 904,591 | 197,344 | 2,698,784 | 322,993 | - | - | 29,085,864 |
| Books and supplies | 668,679 | 5,579,595 | 13,441,945 | 533,066 | 448,270 | 692,836 | 292,824 | 1,966,996 | 85,961 | - | - | 15,494,902 |
| Services and other operating expenses | 1,083,373 | 6,914,940 | 24,959,623 | 767,115 | 902,235 | 1,126,797 | 550,550 | 3,346,697 | 605,120 | 4,612,767 | (6,713,761) | 26,810,446 |
| Depreciation and amortization | 58,083 | 1,304,029 | 3,100,275 | 70,147 | 61,161 | 65,306 | 24,837 | 221,451 | - | 3,235,617 | - | 6,557,343 |
| Total | $ 6,161,616 | $51,650,025 | $154,585,041 | $ 5,491,874 | $ 4,282,535 | $ 5,725,343 | $ 1,764,314 | $ 17,264,066 | $ 2,473,121 | $ 7,848,384 | $ (6,713,761) | $175,456,851 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2017



| | Supporting Services | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Aspire Public Schools | | | | Aspire TN LLC | | | |
| | Site support | Development and expansion | Administrative and general | Total Aspire Public Schools Supporting Expenses | Site support | Development and expansion | Administrative and general | Total Aspire TN LLC Supporting Expenses |
| Certificated salaries | $ 3,899,817 | $ 1,690,408 | $ 509,619 | $ 6,099,844 | $ 476,883 | $ 130,199 | $ 86,287 | $ 693,369 |
| Classified salaries | 4,938,385 | 3,360,848 | 1,612,982 | 9,912,215 | 393,113 | 104,953 | 78,255 | 576,321 |
| Employee benefits | 2,864,358 | 1,379,145 | 537,980 | 4,781,483 | 259,149 | 69,208 | 51,525 | 379,882 |
| Books and supplies | 542,117 | - | 542,117 | 1,084,234 | 40,862 | - | 40,862 | 81,724 |
| Services and other operating expenses | 2,537,158 | 1,757,051 | 2,900,333 | 7,194,542 | 440,202 | 306,197 | 501,338 | 1,247,737 |
| Depreciation and amortization | 52,896 | 60,178 | 52,896 | 165,970 | 10,320 | 10,320 | 10,633 | 31,273 |
| Total | $ 14,834,731 | $ 8,247,630 | $ 6,155,927 | $ 29,238,288 | $ 1,620,529 | $ 620,877 | $ 768,900 | $ 3,010,306 |

| | Aspire University | | | | | | |
|---|---|---|---|---|---|---|---|
| | Site support | Development and expansion | Administrative and general | Total Aspire University Supporting Expenses | CFC Inc | Eliminations | Total Consolidated |
| Certificated salaries | $ - | $ - | $ - | $ - | $ - | $ - | $ 6,793,213 |
| Classified salaries | - | 105,326 | 212,083 | 317,409 | - | - | 10,805,945 |
| Employee benefits | | 21,836 | 48,041 | 69,877 | - | - | 5,231,242 |
| Books and supplies | - | 2,621 | 12,843 | 15,464 | - | - | 1,181,422 |
| Services and other operating expenses | - | 10,215 | 273,799 | 284,014 | - | (1,309,617) | 7,416,676 |
| Depreciation and amortization | - | - | - | - | - | - | 197,243 |
| Total | $ - | $ 139,998 | $ 546,766 | $ 686,764 | $ - | $ (1,309,617) | $ 31,625,741 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED FINANCIAL STATEMENTS
## WITH INDEPENDENT AUDITOR'S REPORT

## YEARS ENDED
## JUNE 30, 2018 AND 2017

# ASPIRE PUBLIC SCHOOLS

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# INDEPENDENT AUDITOR'S REPORT

**To the Board of Directors**
**Aspire Public Schools**
**Oakland, California**

## Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Aspire Public Schools, a non-profit public benefit corporation, and affiliates (collectively, the Organization), which comprise the consolidated statements of financial position as of June 30, 2018 and 2017, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the consolidated financial statements.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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## Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Aspire Public Schools and affiliates as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### *Other Matter*

*Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

## Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2018, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.**
**Sacramento, California**

**December 17, 2018**

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
## JUNE 30, 2018 AND 2017

### ASSETS

| | 2018 | 2017 |
|---|---|---|
| **CURRENT ASSETS:** | | |
| Cash and cash equivalents | $ 41,008,458 | $ 40,680,958 |
| Restricted cash and cash equivalents | 4,014,247 | 3,786,617 |
| Accounts receivable | 22,773,247 | 19,737,193 |
| Foundation grants receivable, current portion | 3,919,091 | 6,057,613 |
| Prepaid expenses and deposits | 1,628,013 | 672,738 |
| Total current assets | 73,343,056 | 70,935,119 |
| **NON-CURRENT ASSETS:** | | |
| Restricted cash and cash equivalents | 10,338,704 | 11,500,054 |
| Investments | 136,619 | 10,104,496 |
| Foundation grants receivable, net | 24,358 | 1,430,726 |
| Property and equipment, net | 168,981,244 | 168,154,487 |
| Other assets, net | 380,877 | 425,717 |
| **TOTAL ASSETS** | $ 253,204,858 | $ 262,550,599 |

### LIABILITIES AND NET ASSETS

| | | |
|---|---|---|
| **CURRENT LIABILITIES:** | | |
| Accounts payable | $ 5,772,805 | $ 7,232,189 |
| Accrued expenses | 10,847,195 | 10,538,946 |
| Line of credit | 2,200,000 | 200,000 |
| Debt, current | 2,392,336 | 2,187,497 |
| Total current liabilities | 21,212,336 | 20,158,632 |
| **LONG-TERM LIABILITIES:** | | |
| Deferred rent | 866,452 | 840,451 |
| Debt, net | 136,240,239 | 138,847,411 |
| Total liabilities | 158,319,027 | 159,846,494 |
| **NET ASSETS:** | | |
| Unrestricted | 78,486,315 | 76,056,261 |
| Temporarily restricted | 16,399,516 | 26,647,844 |
| Total net assets | 94,885,831 | 102,704,105 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 253,204,858 | $ 262,550,599 |

The accompanying notes are an integral part of these consolidated financial statements.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF ACTIVITIES
## YEARS ENDED JUNE 30, 2018 AND 2017

| UNRESTRICTED NET ASSETS | 2018 | 2017 |
|---|---|---|
| **SUPPORT AND REVENUE:** | | |
| Private grants and contributions | $ 2,689,082 | $ 4,757,928 |
| Donated equipment, materials, and services | - | 1,560,578 |
| Federal revenue | 20,567,652 | 21,769,691 |
| California state revenue: | | |
| State aid portion of general purpose funding | 91,329,707 | 86,072,101 |
| All other state revenue | 18,819,928 | 11,974,857 |
| Tennessee state revenue: | | |
| Basic education program funding | 14,010,357 | 12,158,786 |
| All other state revenue | 382,149 | 178,563 |
| Local revenue: | | |
| Cash in-lieu of property taxes | 28,616,003 | 27,089,377 |
| Interest income | 397,397 | 112,028 |
| All other local revenue | 2,600,053 | 2,601,457 |
| Subtotal | 179,412,328 | 168,275,366 |
| Net assets released from restrictions | 39,793,662 | 36,369,525 |
| Total support and revenue | 219,205,990 | 204,644,891 |
| **EXPENSES AND LOSSES** | | |
| **PROGRAM EXPENSES:** | | |
| Educational programs | 185,782,127 | 175,456,851 |
| **SUPPORTING SERVICES:** | | |
| Site support | 15,774,016 | 15,624,149 |
| Development and expansion | 8,491,465 | 8,655,730 |
| Administration and general | 6,427,130 | 7,345,862 |
| Total supporting services | 30,692,611 | 31,625,741 |
| Total expenses | 216,474,738 | 207,082,592 |
| Loss on deconsolidation | 301,198 | - |
| Total expenses and losses | 216,775,936 | 207,082,592 |
| **Increase (Decrease) in Unrestricted Net Assets** | 2,430,054 | (2,437,701) |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | |
| Private grants and contributions | 4,747,000 | 7,825,675 |
| Federal and state revenue | 27,394,309 | 31,847,816 |
| Loss on deconsolidation | (2,595,975) | - |
| Net assets released from restrictions | (39,793,662) | (36,369,525) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (10,248,328) | 3,303,966 |
| **INCREASE (DECREASE) IN NET ASSETS** | (7,818,274) | 866,265 |
| **NET ASSETS - Beginning of Year** | 102,704,105 | 101,837,840 |
| **NET ASSETS - End of Year** | $ 94,885,831 | $ 102,704,105 |

The accompanying notes are an integral part of these consolidated financial statements.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATED STATEMENTS OF CASH FLOWS
## YEARS ENDED JUNE 30, 2018 AND 2017

| | 2018 | 2017 |
|---|---|---|
| **CASH FLOWS FROM OPERATING ACTIVITIES:** | | |
| Increase (decrease) in net assets | $ (7,818,274) | $ 866,265 |
| Adjustments to reconcile to net cash provided (used) by operating activities: | | |
| Unrealized gain on investments | - | (1,544) |
| Depreciation | 7,477,303 | 6,696,489 |
| Amortization | 44,840 | 47,499 |
| Loss on disposal of property and equipment | - | 299,232 |
| Forgiveness of debt | (700,000) | (700,000) |
| Donated investments | - | (93,000) |
| Amortization of long-term debt costs | (339,001) | (415,144) |
| (Increase) decrease in assets: | | |
| Accounts receivable | (3,036,054) | 4,184,168 |
| Foundation grants receivable | 3,544,890 | 2,945,721 |
| Prepaid expenses and deposits | (955,275) | 259,486 |
| Increase (decrease) in liabilities: | | |
| Accounts payable | (2,650,807) | (605,552) |
| Accrued expenses | 308,249 | 1,011,165 |
| Deferred rent | 26,001 | 43,115 |
| Net cash provided (used) by operating activities | (4,098,128) | 14,537,900 |
| **CASH FLOWS FROM INVESTING ACTIVITIES:** | | |
| Purchases of investments | - | (10,009,952) |
| Proceeds from the sale of investments | 9,967,877 | - |
| Proceeds on sale of property and equipment | - | 280,000 |
| Purchases of property and equipment | (7,112,637) | (17,139,366) |
| Net cash provided (used) in investing activities | 2,855,240 | (26,869,318) |
| **CASH FLOWS FROM FINANCING ACTIVITIES:** | | |
| Net proceeds (payments) from/on line of credit | 2,000,000 | (500,000) |
| Proceeds from debt | 824,165 | 4,223,571 |
| Principal payments on debt | (2,187,497) | (2,064,883) |
| Net cash provided by financing activities | 636,668 | 1,658,688 |
| Net decrease in cash and cash equivalents | (606,220) | (10,672,730) |
| Cash and cash equivalents, beginning of year | 55,967,629 | 66,640,359 |
| Cash and cash equivalents, end of year | $ 55,361,409 | $ 55,967,629 |
| Cash and cash equivalents | $ 41,008,458 | $ 40,680,958 |
| Restricted cash and cash equivalents | 14,352,951 | 15,286,671 |
| Total | $ 55,361,409 | $ 55,967,629 |
| **NON-CASH INVESTING ACTIVITIES:** | | |
| Property and equipment financed through accounts payable | $ 1,191,423 | $ 1,461,888 |
| **NON-CASH FINANCING ACTIVITIES:** | | |
| Forgiveness of debt | $ 700,000 | $ 700,000 |
| **CASH PAID FOR INTEREST (net of capitalized amount)** | $ 6,366,369 | $ 4,655,443 |

The accompanying notes are an integral part of these consolidated financial statements.

## 1. OPERATIONS AND SIGNIFICANT ACCOUNTING POLICIES

Aspire Public Schools, a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. The Organization was founded in 1998. The Organization's support is derived primarily from public education monies, individual and foundation contributions, and various government agency grants.

In addition to managing school operations, Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

Aspire Public Schools TN, LLC (TN LLC) is a Tennessee non-profit limited liability company created in July 2013, whose sole member is Aspire Public Schools. TN LLC incorporated pursuant to the Tennessee Nonprofit Corporation Act and is a disregarded entity for federal income tax purposes. TN LLC was formed to manage, guide, direct, and promote charter schools that provide quality education to Tennessee youth in primary and secondary grades. TN LLC's support is derived primarily from State of Tennessee public education monies, foundation contributions, and various government agency grants.

Alder Graduate School of Education (Alder) (formerly Aspire University, Inc.) was consolidated with the Organization as of June 30, 2017 since Aspire Public Schools was its sole corporate member. Alder is a separate California non-profit public benefit corporation that was founded in July 2015 with a mission to develop a high-caliber teacher, principal, and leader pipeline for the Organization and other education organizations. On July 1, 2017, Alder revised its bylaws to remove Aspire Public Schools as the sole corporate member and therefore, was deconsolidated from the Organization as of June 30, 2018, resulting in a loss of $2,897,173 that is reflected in the *Consolidated Statement of Activities.*

For financial reporting purposes, CFC LLC, CFC II LLC, CFC INC, and TN LLC, are consolidated with Aspire Public Schools for the years ended June 30, 2018 and 2017.

**Principles of Consolidation** – The accompanying consolidated financial statements include the accounts of Aspire Public Schools and its controlled affiliated organizations, collectively the "Organization". All significant intercompany accounts and transactions have been eliminated in consolidation. Listed below are the affiliated organizations included in these financial statements:

- **Aspire Public Schools -** Aspire Public Schools operates thirty-six schools in California under thirty-five charters which are chartered by twelve charter authorizers (sponsoring districts) in seven counties. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the sponsoring district for material violations of the

charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2018, the charter schools operated by Aspire Public Schools were as follows:

| Charter School Name | Charter School Number | Sponsoring District | *Charter Granted/ Renewed | Charter Expiration |
|---|---|---|---|---|
| Aspire Alexander Twilight College Preparatory Academy | 1554 | San Juan Unified | Nov 2015 | 6/30/21 |
| Aspire Alexander Twilight Secondary Academy | 1555 | San Juan Unified | Nov 2015 | 6/30/21 |
| Aspire Antonio Maria Lugo Academy | 694 | Los Angeles County Office of Education | April 2014 | 6/30/19 |
| Aspire APEX Academy | 1552 | Stockton Unified | Jan 2018 | 6/30/23 |
| Aspire Benjamin Holt College Preparatory Academy | 565 | Lodi Unified | Oct 2017 | 6/30/23 |
| Aspire Benjamin Holt Middle School | 1782 | Lodi Unified | Nov 2015 | 6/30/21 |
| Aspire Berkley Maynard Academy | 726 | Oakland Unified | Jan 2015 | 6/30/20 |
| Aspire Capitol Heights Academy | 598 | Sacramento City Unified | Apr 2018 | 6/30/23 |
| Aspire Centennial College Preparatory Academy | 1436 | Los Angeles Unified | Nov 2017 | 6/30/23 |
| Aspire College Academy | 1577 | Oakland Unified | Jan 2018 | 6/30/23 |
| Aspire East Palo Alto Charter School | 125 | Ravenswood City | Nov 2013 | 6/30/19 |
| Aspire ERES Academy | 1115 | Oakland Unified | Feb 2014 | 6/30/19 |
| Aspire Firestone Academy | 1214 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Gateway Academy | 1213 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Golden State College Preparatory Academy | 1023 | Oakland Unified | Jan 2018 | 6/30/23 |
| Aspire Inskeep Academy | 1332 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Junior Collegiate Academy | 1551 | Los Angeles Unified | Nov 2017 | 6/30/23 |
| Aspire Langston Hughes Academy | 1048 | Stockton Unified | Jan 2018 | 6/30/23 |
| Aspire Lionel Wilson College Preparatory Academy | 465 | Oakland Unified | Dec 2016 | 6/30/22 |
| Aspire Monarch Academy | 252 | Oakland Unified | Feb 2014 | 6/30/19 |
| Aspire Ollin University Prep | 693 | Los Angeles County Office of Education | April 2014 | 6/30/19 |
| Aspire Pacific Academy | 1230 | Los Angeles Unified | Oct 2014 | 6/30/20 |
| Aspire Port City Academy | 1553 | Stockton Unified | Jan 2018 | 6/30/23 |
| Aspire Richmond California College Preparatory Academy | 1739 | West Contra Costa Unified | Dec 2014 | 6/30/20 |
| Aspire Richmond Technology Academy | 1740 | West Contra Costa Unified | Dec 2014 | 6/30/20 |
| Aspire River Oaks Charter School | 364 | Lodi Unified | Feb 2016 | 6/30/21 |
| Aspire Rosa Parks Academy | 554 | Stockton Unified | Jan 2015 | 6/30/20 |
| Aspire Slauson Academy | 1330 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Summit Charter Academy | 812 | Ceres Unified | Jan 2016 | 6/30/21 |

| | | | | |
|---|---|---|---|---|
| Aspire Tate Academy | 1331 | Los Angeles Unified | Oct 2015 | 6/30/21 |
| Aspire Titan Academy | 1550 | Los Angeles Unified | Nov 2017 | 6/30/23 |
| Aspire Triumph Technology Academy | 1663 | Oakland Unified | Jan 2014 | 6/30/19 |
| Aspire University Charter School | 1026 | Modesto City Schools | Jan 2018 | 6/30/23 |
| Aspire Vanguard College Preparatory Academy | 1125 | Modesto City Schools | Nov 2013 | 6/30/19 |
| Aspire Vincent Shalvey Academy | 178 | Lodi Unified | Feb 2014 | 6/30/19 |

* Charter issuance date or the most recent renewal date.

All sponsoring districts receive up to 1% of the annual charter revenue for supervisory oversight. Ravenswood City School District, the sponsoring district for Aspire East Palo Alto Charter receives up to 3% for supervisory oversight because the district provides facilities substantially rent-free.

Through June 30, 2018, the Organization had separately negotiated with all sponsoring districts for administrative fees and other services. Additionally, for some schools, transportation expenses and/or special education encroachment are paid by the Organization to the sponsoring districts.

- **Aspire Public Schools TN, LLC** – TN LLC operates four schools under four charters in Shelby County, Tennessee. Charters were granted for each school for ten years, with an opportunity for renewal. Charters may be revoked by the charter authorizer (sponsoring district) for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2018, the charter schools operated by TN LLC were as follows:

| Charter School Name | Charter School Number | Sponsoring District | Charter Granted/ Renewed | Charter Expiration |
|---|---|---|---|---|
| Aspire Hanley Middle School | 8024 | TN Achievement School District | April 2013 | 6/30/23 |
| Aspire Hanley Elementary School | 8025 | TN Achievement School District | April 2013 | 6/30/23 |
| Aspire Coleman Elementary School | 8050 | TN Achievement School District | May 2014 | 6/30/24 |
| Aspire East Academy | 8175 | Shelby County Schools | November 2014 | 6/30/26 |

- **College for Certain, LLC** – CFC LLC holds title to properties that are financed through the CSFA Charter School Revenue Refunding Bonds Series 2016 (2016 Bonds) where Aspire Public Schools operates ten charter schools (seven locations) and manages, operates, and leases the properties.

- **College for Certain II, LLC** – CFC II LLC holds title to properties that are financed through the CSFA Charter School Revenue Refunding Bonds Series 2015 (2015 Bonds) where Aspire Public Schools operates three charter schools (two locations) and manages, operates, and leases the properties.

- **College for Certain, Inc.** – CFC INC is a supporting organization of Aspire Public Schools in that it facilitates and supports the development of charter schools for Aspire Public Schools. CFC INC is the sole member of CFC LLC and CFC II LLC and is the named borrower of the 2015 and 2016 Bonds outstanding.

**Basis of presentation** – The financial statements are presented in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization has no permanently restricted net assets.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

**Cash and cash equivalents** – For financial statement purposes, the Organization considers investments with maturity at purchase of three months or less to be cash equivalents.

**Investments** – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market and evaluated periodically for impairment.

**Intangible assets** – The Organization has intangible assets for product and service discounts to be used in future periods. The Organization amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

**Property and equipment** with a value greater than $5,000 are capitalized at cost or fair market value on the date of receipt, in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Donated equipment, materials, services, and facilities** – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. During the years ended June 30, 2018 and 2017, in-kind contributions of $0 and $1,560,578 were received, respectively.

**Income taxes** – The Organization has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined the Organization is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in these financial statements.

**Functional allocation of expenses** – The cost of providing educational programs and other activities has been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated based on employees' time incurred and management's estimate of the usage of resources.

**Program development and expansion** – The Organization continually explores potential opportunities for expansion and growth; thus, costs are incurred to research the possibility of establishing new sites. The Organization capitalizes these preacquisition costs into 'Construction in progress' (Note 7) at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made.

**Fair value measurements** – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

| | |
|---|---|
| Level 1 Inputs | Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities. |
| Level 2 Inputs | Inputs other than quoted prices in active markets that are observable either directly or indirectly. |
| Level 3 Inputs | Unobservable inputs for the asset or liability. |

When a price for an identical asset or liability is not observable, a reporting entity measures fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk. As a result, a reporting entity's intention to hold an asset or to settle or otherwise fulfill a liability is not relevant when measuring fair value.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

**Subsequent events** have been reviewed through Month __, 2018, the date the financial statements were available to be issued. Management concluded that no material subsequent events have occurred since June 30, 2018 that require recognition or disclosure in the financial statements.

## 2. CONCENTRATIONS OF CASH

The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

## 3. RESTRICTED CASH

Restricted cash consists of amounts that are required to be held for debt service reserves and for principal and interest payments with respect to the bond outstanding; and contributions restricted to investment in property and equipment. The total restricted cash at June 30, 2018 and 2017 was $14,352,951 and $15,286,671, respectively. The current portion of $4,014,247 and $3,786,617 as of June 30, 2018 and 2017, respectively, was restricted for current bond debt obligations. The noncurrent portion of $10,338,704 at June 30, 2018 consisted of $6,627,387 for debt service reserves and $3,711,317 for investment in property and equipment. The noncurrent portion of $11,500,054 at June 30, 2017 consisted of $6,605,665 for debt service reserves and $4,894,389 for investment in property and equipment.

## 4. ACCOUNTS RECEIVABLE

Accounts receivable balances at June 30, 2018 and 2017 were $22,773,247 and $19,737,193, respectively. The balances were due entirely from grantor government agencies, aside from $126,349 due from Alder for administrative services performed in the year ended June 30, 2018. Management deems all receivables to be collectible as of June 30, 2018.

## 5. FOUNDATION GRANTS RECEIVABLE

The Organization recognizes unconditional foundation grants receivables at their estimated fair value using estimated prevailing interest rates, on a nonrecurring basis, at the time the pledge is made. Fair value is determined by calculating the net present value of the estimated future cash flows. The discount rate used in determining the net present value of new pledges receivable was 2.64% and 2.52% at June 30, 2018 and 2017, respectively. For the years ended June 30, 2018 and 2017, foundation grant receivable balances of $0 and $1,000,000, respectively, which are expected to be received within one year, are classified with the non-current portion of the grant receivable balance as the contributions are restricted to be invested in property and equipment. All foundation grants receivable are judged by management to be collectible, and were as follows as of June 30:

| | 2018 | 2017 |
|---|---|---|
| Gross foundation grants receivable | $ 3,944,091 | $ 7,499,808 |
| Less: Unamortized discount | (642) | (11,469) |
| Foundation grants receivable, net | $ 3,943,449 | $ 7,488,339 |

Foundation grants receivable are due to be collected as follows:

| | 2018 | 2017 |
|---|---|---|
| Within one year | $ 3,919,091 | $ 7,057,613 |
| One to five years | 24,358 | 430,726 |
| Foundation grants receivable, net | $ 3,943,449 | $ 7,488,339 |

Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met. Approximate outstanding conditional promises to give are as follows and will be recognized as revenue as the conditions are met:

| **Purpose:** | 2018 | 2017 |
|---|---|---|
| Opening schools in specific locations | $ 6,400,000 | $ 9,000,000 |
| Teacher training | - | 550,000 |
| Implementation of blended learning at specific locations | - | 225,000 |
| Total | $ 6,400,000 | $ 9,775,000 |

## 6. INVESTMENTS

Investments consist of the following at June 30:

| | 2018 | 2017 |
|---|---|---|
| Government bonds | $ - | $ 9,970,125 |
| Equity securities invested in education technology | 93,000 | 93,000 |
| Pooled funds with community foundation | 43,619 | 41,371 |
| Investments | $ 136,619 | $ 10,104,496 |

Equity securities are invested with a privately held business and are recorded at the lower of cost or fair value and are not subject to the fair value hierarchy. Government bonds are classified within Level 2 of the fair value hierarchy because they are valued using alternative pricing methods using observable information inputs, such as current interest rates. Pooled funds are classified as level 3, as the fair value is quoted by the community foundation and based on prices in active markets for the pooled investments as a whole.

The Organization also owns common stock of Schoolzilla, Inc. (Schoolzilla). Schoolzilla is a for-profit company that develops web-based data management platforms allowing teachers to synthesize data from multiple sources and create reports presenting their students' academic performances. The Organization owned more than 20% of the common stock until 2015. In 2016, ownership was further diluted and management did not have significant influence and therefore accounted for the investment under the cost method. As of June 30, 2018 and 2017, the investment was reflected at $0 value due to losses previously recognized under the equity method. Schoolzilla did not declare any dividends as of June 30, 2018 and 2017.

## 7. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

| | 2018 | 2017 |
|---|---|---|
| Land | $ 34,819,639 | $ 34,819,639 |
| Buildings and improvements | 144,788,209 | 139,959,621 |
| Construction in progress | 4,886,429 | 15,941,489 |
| Leasehold improvements | 9,778,919 | 9,296,032 |
| Equipment | 11,010,451 | 10,125,397 |
| Automobiles | 81,091 | 74,091 |
| Subtotal | 218,520,335 | 210,216,269 |
| Less accumulated depreciation | (49,539,091) | (42,061,782) |
| Property and equipment, net | $ 168,981,244 | $ 168,154,487 |

Depreciation expense was $7,477,303 and $6,696,489 for the years ended June 30, 2018 and 2017, respectively. Various components of the land, buildings, and schools under construction shown above are pledged as collateral for the debt disclosed in Note 9.

## 8. OTHER ASSETS

Other assets consisted of the following at June 30:

| | 2018 | 2017 |
|---|---|---|
| Indefinite-lived intangible assets | $ 316,372 | $ 316,372 |
| Amortizable intangible assets, net | 64,505 | 109,345 |
| Other assets, net | $ 380,877 | $ 425,717 |

***Intangible Assets***

The Organization holds an indefinite-life intangible asset for product and technology discount benefits valued at $316,372. Management assesses the carrying value of the indefinite-life intangible asset annually, or more often if facts and circumstances suggest it may be impaired. If this review indicates that the carrying value may not be recoverable, then the carrying value would be reduced to its estimated fair value. No impairment losses were recognized as a result of this review for the years ended June 30, 2018 and 2017, respectively.

Amortizable intangible assets consist of the following as of June 30, 2018:

| | Gross Carrying Amount | Accumulated Amortization | Net |
|---|---|---|---|
| Product and technology discount benefits | $ 438,922 | $ 374,417 | $ 64,505 |
| Rights to use certain assets | 53,200 | 53,200 | - |
| Service discount benefits | 14,263 | 14,263 | - |
| Total | $ 506,385 | $ 441,880 | $ 64,505 |

Amortizable intangible assets consist of the following as of June 30, 2017:

| | Gross Carrying Amount | Accumulated Amortization | Net |
|---|---|---|---|
| Product and technology discount benefits | $ 438,922 | $ 337,557 | $ 101,365 |
| Rights to use certain assets | 53,200 | 45,220 | 7,980 |
| Service discount benefits | 14,263 | 14,263 | - |
| Total | $ 506,385 | $ 397,040 | $ 109,345 |

The product and technology discount benefits, rights to use certain assets, and service discount benefits are amortized on a straight-line basis over a seven, five, and three-year period, respectively. These lives are based on the periods in which the Organization is eligible for such discounts. Amortization expense on intangible assets for the years ended June 30, 2018 and 2017 was $44,840 and $47,498, respectively.

The expected future amortization expense of intangible assets is as follows:

| | |
|---|---|
| 2019 | $ 36,860 |
| 2020 | 27,645 |
| Total | $ 64,505 |

## 9. DEBT

| | 2018 | 2017 |
|---|---|---|
| College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds) in the amount of $83,170,000 were issued effective February 1, 2016; with 4 bonds and bearing interest rates ranging from 2.00% - 5.00%. The bond proceeds were used for the refunding of the outstanding principal of the College for Certain Series 2010 School Facility Revenue Bonds. Associated with this bond is a premium of $10,618,415 and debt issuance costs of $1,410,454, which are being amortized to interest expense over the term of the bonds. Principal and interest payments are due annually. Final maturity is in August 2046. | $ 80,550,000 | $ 81,780,000 |
| College for Certain Series 2015 School Facility Revenue Refunding Bonds (2015 Bonds) in the amount of $20,535,000 were issued effective December 1, 2015; with 4 bonds and bearing interest rates ranging from 2.00% - 5.00%. The bond proceeds were used for the payoff of a capital lease. Associated with this bond is a premium of $2,005,317 and debt issuance costs of $767,482, which are being amortized to interest expense over the term of the bonds. Principal and interest payments are due annually. Final maturity is in August 2045. | 20,145,000 | 20,475,000 |
| Charter Fund, Inc. $3,500,000 loan, effective October 15, 2012, bearing interest at 1%, to provide general support for the management of the organization. Principal payments of $700,000 were due in 3 annual installments beginning in 2020 through 2022. This loan had the potential to be forgiven annually through 2017/18, if specific milestones are met. $700,000 of this note was forgiven in both 2018 and 2017, resulting in $0 outstanding as of June 30, 2018. | - | 700,000 |

| | 2018 | 2017 |
|---|---|---|
| California School Finance Authority $4,758,509 loan, effective June 27, 2007, bearing interest at 2.202%, for the construction of Rosa Parks Academy campus in Stockton under Proposition 47. Interest only payments of varying amounts are due annually. Principal and interest payments totaling $231,795 are due annually. Final maturity is in 2037. | 3,567,390 | 3,717,330 |
| California School Finance Authority $9,834,913 loan ($457,251 issued in 2009/10, $5,262,400 issued in 2010/11, and $4,115,262 issued in 2012/13), bearing interest at 2%, for the construction of Aspire Ollin University College Preparatory campus in Los Angeles under Proposition 55. Interest only payments of varying amounts are due annually. In addition, a principal and interest payment of $462,139 is due annually. Final maturity is in 2042. | 8,263,249 | 8,529,545 |
| California School Finance Authority $8,229,438 loan ($3,459,764 issued in 2013/14 and $4,769,674 issued in 2015/16), bearing interest at 2%, for the construction of the Aspire Antonio Maria Lugo Academy campus in Los Angeles under Proposition 1D. Beginning July 2017, interest and principal payments of $376,730 are due annually. Final Maturity is in 2045. | 7,811,078 | 8,022,339 |
| California School Finance Authority $3,706,191 loan issued in 2015/16 for a new campus to be built for Aspire ERES Academy in Oakland under Proposition 1D. The interest rate will be approximately the state's borrowing rate and repayment will commence starting one-year after the new facility is opened. The principal will then be amortized over 30 years. Interest is not charged until the repayment period begins. The school is expected to be completed in the 2019/20 fiscal year. | 3,706,191 | 3,706,191 |
| Boston Community Loan Fund loan not to exceed $4,595,331 issued in March 2017 to TN LLC, to be used for the construction of Aspire East Academy, bearing interest at a fixed rate of 5.50% until February 2027, at which time interest will reset based on the 10-year U.S Daily Treasury Yield Curve Rate. Principal and interest payments due monthly and are calculated based the total amount drawn on the loan. Associated with this loan is $72,458 of issuance costs that are being amortized to interest expense over the term of the loan. As of June 30, 2018, $4,547,736 has been drawn from the loan. Repayments are expected to begin in March 2019 with final maturity in February 2037. | 4,547,736 | 4,223,571 |

| | 2018 | 2017 |
|---|---|---|
| California School Finance Authority Charter School Revolving Fund Program $250,000 loan, effective September 25, 2017, for supporting the operations of Aspire Richmond Technology Academy. Interest rate is 1.12%, due annually. Principal payments of $50,000 are due annually beginning in the 2018/19 fiscal year. Final maturity is 2023. | 250,000 | - |
| California School Finance Authority Charter School Revolving Fund Program $250,000 loan, effective September 25, 2017, for supporting the operations of Aspire Richmond California College Preparatory Academy. Interest rate is 1.12%, due annually. Principal payments of $50,000 are due annually beginning in the 2018/19 fiscal year. Final maturity is 2023. | 250,000 | - |
| Subtotal | 129,090,644 | 131,153,976 |
| Unamortized premiums and debt issuance costs | 9,541,931 | 9,880,932 |
| Less current portions | (2,392,336) | (2,187,497) |
| Total Long-Term Debt | $ 136,240,239 | $ 138,847,411 |

On February 25, 2016, the Organization issued $83,170,000 of bonds (2016 Bonds), as mentioned above. The proceeds, in addition to the net premium of $9,207,961, were used to advance refund $83,360,000 of outstanding 2010 Bonds. The proceeds were deposited in an irrevocable trust with an escrow agent to pay the future debt service on the refunded bonds. As a result, the 2010 Bonds were considered defeased and the liability for those bonds was removed from the Consolidated Statement of Financial Position. The remaining proceeds were used to fund required reserve accounts. The reacquisition price (amount placed in escrow to repay the 2010 Bonds) exceeded the net carrying amount of those bonds and the unamortized portion of debt issuance costs, by $15,753,640, which was reflected as a loss in 2016. At June 30, 2018 and 2017, the outstanding balance of the defeased 2010 Bonds were $85,247,918 and $90,501,293, respectively. The bonds will be redeemed on their January 1, 2019 call date.

Future payments relating to debt are as follows as of June 30, 2018:

| Year Ending June 30, | Principal | Interest | Total |
|---|---|---|---|
| 2019 | $ 2,392,336 | $ 5,646,746 | $ 8,039,082 |
| 2020 | 2,495,048 | 5,624,841 | 8,119,889 |
| 2021 | 2,608,450 | 5,513,840 | 8,122,290 |
| 2022 | 2,721,938 | 5,489,256 | 8,211,194 |
| 2023 | 2,841,201 | 5,277,254 | 8,118,455 |
| Thereafter | 116,031,671 | 76,363,007 | 192,394,678 |
| Total | $ 129,090,644 | $ 103,914,944 | $ 233,005,588 |

Aspire Public Schools (the Obligated Group under the 2015 Bonds and 2016 Bonds) must meet several financial covenants as a requirement of the Bonds. The Organization was in compliance with all covenants as of June 30, 2018.

***Revolving Line of Credit***

On October 28, 2014, the Organization obtained a $10,000,000 revolving line of credit. Advances on the credit line were payable on demand and carried an interest rate equal to the greater of the Prime Rate or 3.25%. On December 12, 2016, the Organization modified the line of credit to $15,000,000, with the interest rate modified to the greater of the Prime Rate or 3.5%, and a maturity date of October 31, 2017. The maturity date was extended to January 2019. The interest rate was 5% and 3.5% at June 30, 2018 and 2017, respectively. The line had an outstanding balance of $2,200,000 and $200,000 as of June 30, 2018 and 2017, respectively. The credit line is secured by school revenues of select schools which are not already secured by other debt. In September 2018, the line was amended to increase the maximum borrowing amount to $20,000,000, and extend the maturity date to October 2019 with a one time option to extend the line by a further six months.

## 10. CAPITALIZATION OF CONSTRUCTION DEBT INTEREST

While a facility is under construction, a portion of interest is capitalized into its cost. In summary, the capitalization of interest is applicable to the amount of interest that could have been avoided had the Organization not undertaken the building of a capital asset. The Organization evaluates capitalization of interest at the individual site level since the cash from one site would not be used to pay down the debt on another site.

The amount of capitalizable interest is determined by applying the debt interest rate to the average amount of accumulated expenditures for the building during the year. Interest costs of $5,594,515 and $5,579,662 were incurred related to debt during the years ended June 30, 2018 and 2017, respectively. During the years ended June 30, 2018 and 2017, $127,226 and $111,202 of interest was capitalized, respectively.

## 11. LEASE COMMITMENTS

*Operating leases*

The Organization leases buildings for administrative offices in Oakland and Stockton and leases land and buildings for school sites in Berkeley, East Palo Alto, Empire, Los Angeles, Modesto, Oakland, Sacramento, Stockton, and Memphis under various operating leases. The Organization also leases copiers at various school sites. It is unlikely that the Organization will cancel any of these leases before they expire. The aggregate minimum rental payments required under the terms of all operating leases as of June 30, 2018 are as follows:

| Year Ending June 30, | Minimum Payments |
|---|---|
| 2019 | $ 3,865,395 |
| 2020 | 3,291,420 |
| 2021 | 1,263,805 |
| 2022 | 967,718 |
| 2023 | 446,419 |
| Thereafter | 9,524,834 |
| Total | $ 19,359,591 |

Rental expense under operating leases was $4,700,358 and $4,166,264 for the years ended June 30, 2018 and 2017, respectively.

*Capital lease*

The Organization has an agreement with TA Modesto 819 LP (TA) for Aspire Vanguard Academy and Aspire University Charter School campuses. TA is responsible for building the campuses and once completed will lease the facilities to the Organization. In August 2018, a capital lease commenced upon completion of construction by TA for an obligation of $54,408,111 to be paid through June 30, 2049.

## 12. EMPLOYEE BENEFIT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California and Tennessee. Classified employees in California are members of the California Public Employees' Retirement System (CalPERS), and certificated employees working at California Schools are members of the California State Teachers' Retirement System (CalSTRS). Certificated employees working at Tennessee schools are members of the Tennessee Consolidated Retirement System (TCRS). The Organization also has three 403(b) plans as of the year ended June 30, 2018.

***California Public Employees' Retirement System (CalPERS)***

| | |
|---|---|
| Plan name: | California Public Employees' Retirement System (CalPERS) State & Schools |
| Plan's EIN: | 94-6207465 |
| Market value of assets: | $60,998 |
| Actuarial accrued liability: | $84,871 |
| Funded status: | 65-80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2017, the most recent information available.

Plan Description

The Organization participates in the Schools Pool (the CalPERS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. CalPERS acts as a common investment and administrative agent for participating entities within the State of California. CalPERS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calpers.ca.gov.

Benefits Provided

The benefits for the CalPERS Plan are established by contract, in accordance with the provisions of the California Public Employees' Retirement Law (PERL). The benefits are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalPERS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalPERS Plan has two benefit structures: 1) CalPERS 2% at 55 – Members first hired on or before December 31, 2012, to perform CalPERS creditable activities, and 2) CalPERS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalPERS creditable activities. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 50 with a minimum of five years of CalPERS-credited service, while members hired after January 1, 2013, must be at least age 52 with a minimum of five years of service.

Contributions

Section 20814(c) of the PERL requires that the employer contribution rates for all employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Contribution rates for the CalPERS Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The CalPERS Plan's actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Classic plan members, defined as a member who joined CalPERS prior to January 1, 2013, are required to contribute 7% of their salary. New members who joined CalPERS for the first time on or after January 1, 2013 are required to contribute 6.5% of their salary. The required employer contribution rate for fiscal years ended June 30, 2018 and 2017

were 15.531% and 13.888% of annual payroll, respectively. The contribution requirements of the plan members are established by state statute. For the fiscal year 2019, the Organization is required to contribute 18.062% of annual payroll.

***California State Teachers' Retirement System (CalSTRS):***

| | |
|---|---|
| Plan name: | California State Teachers' Retirement System (CalSTRS) |
| Plan's EIN: | 94-6291617 |
| Actuarial value of assets: | $179,689 |
| Actuarial accrued liability: | $286,950 |
| Funded status: | 50-65% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2017, the most recent actuarial valuation date.

Plan Description

The Organization participates in the State Teachers' Retirement Plan (the CalSTRS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. CalSTRS acts as a common investment and administrative agent for participating entities within the State of California. CalSTRS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calstrs.com.

Benefits Provided

The benefits for the CalSTRS Plan are established by contract, in accordance with the provisions of the State Teachers' Retirement Law. Benefits are based on members' years of service, age, final compensation, and a benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalSTRS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalSTRS Plan has two benefit structures: 1) CalSTRS 2% at 60 – Members first hired on or before December 31, 2012, to perform CalSTRS creditable activities, and 2) CalSTRS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalSTRS creditable activities. The 2 percent, also known as the age factor, refers to the percentage of final compensation received as a retirement benefit for each year of service credit. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 60 with a minimum of five years of CalSTRS-credited service, while members hired after January 1, 2013, must be at least age 62 with five years of service.

Contributions

Assembly Bill 1469 (AB 1469), signed into law as a part of the State of California's (the State) 2014-15 budget, increases contributions to the CalSTRS Plan from members, employers, and the State over seven years, effective July 1, 2014. School employer contributions will increase from 8.25% to a total of 19.1% of covered payroll over the seven-year period. Active plan members are required to contribute 9.205% or 10.25 % of their salary, depending on when they were hired. The required employer contribution rates for the fiscal years ended June 30, 2018 and 2017 were 14.43% and 12.58% of annual payroll, respectively. For the fiscal year 2019, the Organization is required to contribute 16.28% of annual payroll.

***Tennessee Consolidated Retirement System (TCRS):***

**Legacy Plan:**

| | |
|---|---|
| Plan name: | Tennessee Consolidated Retirement System (TCRS) Legacy Plan: Teachers |
| Plan's EIN: | 62-6001445 |
| Actuarial value of assets: | $22,331 |
| Actuarial accrued liability: | $22,841 |
| Funded status: | At least 80% funded |

The actuarial value of assets and accrued liability are expressed in billions and are valued as of June 30, 2017, the most recent actuarial valuation date.

Plan Description

The Organization contributes to the Tennessee Consolidated Retirement System (TCRS) Legacy Plan, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan for all employees hired on or before June 30, 2014 administered by the Tennessee Department of Treasury. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. TCRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the TCRS annual financial report may be obtained from the State of Tennessee Treasury Department, 502 Deaderick Street, Nashville, Tennessee, 37243.

Funding Policy

Active plan members are required to contribute 5% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the TCRS Board of Trustees. The required employer contribution rate for the fiscal years ended June 30, 2018 and 2017 was 9.08% of annual payroll. The contribution requirements of the plan members are established by state statute. For the fiscal year 2019, the Organization is required to contribute 9.08% of annual payroll.

**Hybrid Plan:**

| | |
|---|---|
| Plan name: | TCRS Hybrid Pension Plan with Cost Controls |
| Plan's EIN: | 62-6001445 |
| Actuarial value of assets: | $96,109 |
| Actuarial accrued liability: | $98,417 |
| Funded status: | At least 80% funded |

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2017, the most recent actuarial valuation date.

Plan Description

In the fiscal year ended June 30, 2015, TCRS created a new Hybrid Pension Plan with Cost Controls for all eligible new hires hired on or after July 1, 2014. This plan is a combination of a Defined Benefit and Defined Contribution plan to help provide a sustainable plan going forward, control employer pension cost, and control unfunded liabilities related to pension plans.

Contributions

Under the defined benefit portion of this plan, active plan members are required to contribute 5% of their salary and the Organization is required to contribute 4% of plan member's annual payroll. Under the defined contribution portion of this plan, employees contribute 2% of their salary, which employees can opt out of if they choose, and the Organization is required to contribute 5% of active member's annual payroll.

The Organization's contributions to these employee benefits plans were as follows:

| | 2018 | 2017 |
|---|---|---|
| CalPERS | $ 4,686,931 | $ 4,257,017 |
| CalSTRS | $ 9,742,655 | $ 7,984,452 |
| TCRS Legacy | $ 355,718 | $ 417,020 |
| TCRS Hybrid | $ 360,688 | $ 304,194 |

Contributions to all plans equal 100% of the required contributions for each year.

**Other Defined Contribution Plans:**

The Organization offers a 403(b) retirement plan for California classified employees who are not eligible to participate in CalPERS, the Aspire Public Schools 403(b) CA Plan (CA Plan). Classified employees of Aspire Junior Collegiate Academy, Aspire Titan Academy, Aspire Centennial College Preparatory Academy, Aspire Richmond California College Preparatory Academy, and Aspire Richmond Technology Academy working 20 or more hours per week, and not eligible for CalSTRS, CalPERS or covered by another retirement plan, are eligible to receive discretionary employer contributions, determined on an annual basis. The Organization contributed $108,968 and $102,691 to the CA Plan in the years ended June 30, 2018 and 2017, respectively.

The Organization offers a 403(b) retirement plan for TN LLC employees, the Aspire Public Schools 403(b) TN Plan (TN Plan). All employees who normally work 20 or more hours per week and are based in Tennessee are eligible to participate in the plan, with those not already enrolled in the TCRS retirement plan eligible to receive discretionary employer contributions, determined on an annual basis. The Organization contributed $56,317 and $46,539 to the TN Plan for the years ended June 30, 2018 and 2017, respectively.

The Organization also offers a 403(b) plan, the Aspire Public Schools 403(b) Plan, for all employees working 20 or more hours per week, and who are not already participating in another 403(b) Plan within the Organization. This plan does not allow employer contributions.

## 13. RESTRICTED NET ASSETS

At June 30, 2018 and 2017, temporarily restricted net assets consisted of unexpended grants restricted for various purposes. Temporarily restricted net assets are to be used for the following purposes:

| | 2018 | 2017 |
|---|---|---|
| Construction of facilities | $ 5,708,630 | $ 9,768,922 |
| School expansion | 4,703,419 | 4,857,926 |
| Clean energy projects | 5,172,173 | 5,914,337 |
| School improvement programs | 784,571 | 2,343,496 |
| Aspire University development | - | 2,245,976 |
| Time restricted | - | 1,300,000 |
| Other school programs | - | 217,187 |
| Total | $ 16,368,793 | $ 26,647,844 |

## 14. JOINT VENTURES

For their California schools, the Organization participates in a joint venture under a joint powers agreement (JPAs) with the California Charter School Joint Powers Authority, doing business as charterSAFE (SAFE).

SAFE arranges for and provides workers' compensation, property, and liability insurance coverage for their members, respectively. The JPA is governed by boards consisting of a representative from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

SUMMARY OF JPA COVERAGE

1. **General Liability**

| | |
|---|---|
| JPA's SIR: | $1,000,000 |
| Excess Insurance: | To statutory limits |

2. **Property**

| | |
|---|---|
| Organization | |
| Deductible: | $1,000 |
| Coverage: | |
| Building: | $148,951,804 |
| Contents: | $5,244,965 |
| Data processing: | $7,321,643 |
| Extra expense: | $5,000,000 |
| Business income: | $5,000,000 |
| Excess Insurance: | None |

3. **Liability**

| | |
|---|---|
| Organization | |
| Deductible: | $0 - $5,000 |
| Coverage | |
| (SAFE- SIR) | $1,000,000 |
| (Insurance Company of the State of PA) | |
| | $1,000,001 to $5,000,000 |
| (SAFE) | $5,000,001 to $25,000,000 |

Complete separate financial statements for the JPA may be obtained from:

SAFE 250 E. 1st Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for SAFE are as follows:

| | June 30, 2018 (Unaudited) |
|---|---|
| Total Assets | $ 28,139,685 |
| Total Liabilities | $ 21,494,257 |
| Net Assets | 6,645,428 |
| Total Liabilities and Equity | $ 28,139,685 |
| Total Revenues | $ 24,038,219 |
| Total Expenses | 23,213,049 |
| Net Increase in Net Assets | $ 825,170 |

## 15. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

## 16. AGREEMENT

The Organization has an agreement with Strategic Growth Partners, Inc. (SGP) for Aspire College Academy and Aspire Triumph Academy campuses. SGP will be responsible for building the campuses and once completed will lease the facilities to the Organization. Additionally, in order to finance a portion of this project, the Organization has agreed to loan SGP $6,000,000 at 0% interest, to be funded by private contributions for this purpose. Payment terms of this loan will be determined at the commencement of the lease. All aspects of this agreement are contingent upon SGP obtaining all necessary permits to begin construction of the campuses.

## 17. RELATED-PARTY TRANSACTIONS

The Organization's CFO was a Board Member of charterSAFE (See Note 14) during the years ended June 30, 2018 and 2017. The Organization paid $1,323,682 and $1,029,585 in premiums to charterSAFE during the years ended June 30, 2018 and 2017.

# SUPPLEMENTARY INFORMATION

# ASPIRE PUBLIC SCHOOLS

## ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION
## YEAR ENDED JUNE 30, 2018

### ORGANIZATION

Aspire Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in pre-K, primary, and secondary grades. The Organization was founded in California in 1998. See Note 1 for a list of charter schools managed by Aspire Public Schools.

### GOVERNING BOARD

| Name | Office | Term Expires |
|---|---|---|
| Jonathan Garfinkel | Board Chair | 2023 |
| Beth Hunkapiller | Member | 2023 |
| Warren Felson | Member | 2020 |
| Jim Boyd | Member | 2021 |
| Leslie Parker Hume | Member | 2021 |
| Kay Hong | Member | 2020 |
| Nisa Frank | Member | 2022 |
| Joaquin Torres | Member | 2022 |

### ADMINISTRATION

Mala Batra
Interim Chief Executive Officer

Mary Cha-Caswell
Chief Operating Officer

Erik Brown
Interim Chief Financial Officer

Casey Hoffman
Interim Chief of Staff

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF AVERAGE DAILY ATTENDANCE
## YEAR ENDED JUNE 30, 2018

| Classroom-based ADA: | Second Period Report | Annual Report |
|---|---|---|
| Aspire Monarch Academy: | | |
| Grades K through 3 | 268.66 | 269.57 |
| Grades 4 through 6 | 122.92 | 122.83 |
| Total | 391.58 | 392.40 |
| Aspire Lionel Wilson College Preparatory Academy: | | |
| Grades 4 through 6 | 76.92 | 77.96 |
| Grades 7 and 8 | 154.74 | 154.52 |
| Grades 9 through 12 | 257.72 | 256.84 |
| Total | 489.38 | 489.32 |
| Aspire East Palo Alto Charter School: | | |
| Grades K through 3 | 282.58 | 283.88 |
| Grades 4 through 6 | 195.73 | 196.92 |
| Grades 7 and 8 | 121.38 | 120.70 |
| Grades 9 through 12 | 99.33 | 98.22 |
| Total | 699.02 | 699.72 |
| Aspire Triumph Technology Academy: | | |
| Grades K through 3 | 179.83 | 178.82 |
| Grades 4 through 6 | 89.88 | 89.61 |
| Total | 269.71 | 268.43 |
| Aspire Berkley Maynard Academy: | | |
| Grades K through 3 | 270.89 | 269.41 |
| Grades 4 through 6 | 166.99 | 166.40 |
| Grades 7 and 8 | 88.92 | 88.38 |
| Total | 526.80 | 524.19 |
| Aspire Richmond California College Preparatory Academy: | | |
| Grade 6 | 87.55 | 87.87 |
| Grades 7 and 8 | 171.88 | 172.38 |
| Grades 9 through 12 | 240.15 | 238.40 |
| Total | 499.58 | 498.65 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF AVERAGE DAILY ATTENDANCE
## YEAR ENDED JUNE 30, 2018

| | Second Period Report | Annual Report |
|---|---|---|
| Aspire Golden State College Preparatory Academy: | | |
| Grades 4 through 6 | 90.94 | 90.55 |
| Grades 7 and 8 | 176.51 | 175.26 |
| Grades 9 through 12 | 306.77 | 304.01 |
| Total | 574.22 | 569.82 |
| Aspire ERES Academy: | | |
| Grades K through 3 | 86.08 | 86.07 |
| Grades 4 through 6 | 79.16 | 79.23 |
| Grades 7 and 8 | 46.42 | 45.81 |
| Total | 211.66 | 211.11 |
| Aspire College Academy: | | |
| Grades K through 3 | 170.51 | 168.97 |
| Grades 4 through 6 | 89.68 | 88.16 |
| Total | 260.19 | 257.13 |
| Aspire Richmond Technology Academy: | | |
| Grades K through 3 | 210.52 | 210.50 |
| Grades 4 through 6 | 114.58 | 114.79 |
| Total | 325.10 | 325.29 |
| Aspire Vincent Shalvey Academy: | | |
| Grades K through 3 | 278.34 | 279.03 |
| Grades 4 through 6 | 120.47 | 120.74 |
| Total | 398.81 | 399.77 |
| Aspire University Charter School: | | |
| Grades K through 3 | 168.74 | 167.11 |
| Grades 4 through 6 | 69.81 | 69.81 |
| Total | 238.55 | 236.92 |
| Aspire Summit Charter Academy: | | |
| Grades K through 3 | 294.05 | 295.75 |
| Grades 4 through 6 | 114.43 | 114.03 |
| Total | 408.48 | 409.78 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF AVERAGE DAILY ATTENDANCE
## YEAR ENDED JUNE 30, 2018

| | Second Period Report | Annual Report |
|---|---|---|
| Aspire River Oaks Charter School: | | |
| Grades K through 3 | 282.40 | 282.61 |
| Grades 4 through 6 | 125.84 | 125.61 |
| Total | 408.24 | 408.22 |
| Aspire Benjamin Holt Middle School: | | |
| Grades 4 through 6 | 185.36 | 185.16 |
| Grades 7 and 8 | 307.45 | 307.40 |
| Total | 492.81 | 492.56 |
| Aspire Benjamin Holt College Preparatory Academy: | | |
| Grades 9 through 12 | 399.41 | 397.12 |
| Total | 399.41 | 397.12 |
| Aspire Capitol Heights Academy: | | |
| Grades K through 3 | 170.94 | 167.72 |
| Grades 4 through 6 | 81.08 | 79.26 |
| Total | 252.02 | 246.98 |
| Aspire Rosa Parks Academy: | | |
| Grades K through 3 | 256.04 | 255.33 |
| Grades 4 through 6 | 114.28 | 114.15 |
| Total | 370.32 | 369.48 |
| Aspire Langston Hughes Academy: | | |
| Grades 4 through 6 | 122.75 | 122.10 |
| Grades 7 and 8 | 243.50 | 240.97 |
| Grades 9 through 12 | 353.70 | 347.97 |
| Total | 719.95 | 711.04 |
| Aspire Port City Academy: | | |
| Grades K through 3 | 264.14 | 264.25 |
| Grades 4 through 6 | 121.35 | 120.77 |
| Total | 385.49 | 385.02 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF AVERAGE DAILY ATTENDANCE
## YEAR ENDED JUNE 30, 2018

| | Second Period Report | Annual Report |
|---|---|---|
| Aspire Vanguard College Preparatory Academy: | | |
| Grades 4 through 6 | 67.39 | 67.44 |
| Grades 7 and 8 | 132.88 | 131.64 |
| Grades 9 through 12 | 131.09 | 128.46 |
| Total | 331.36 | 327.54 |
| Aspire Alexander Twilight College Preparatory Academy: | | |
| Grades K through 3 | 280.05 | 280.90 |
| Grades 4 through 6 | 128.77 | 129.15 |
| Total | 408.82 | 410.05 |
| Aspire Alexander Twilight Secondary Academy: | | |
| Grades 4 through 6 | 86.35 | 86.15 |
| Grades 7 and 8 | 174.19 | 174.06 |
| Grades 9 through 12 | 141.67 | 138.87 |
| Total | 402.21 | 399.08 |
| Aspire APEX Academy: | | |
| Grades K through 3 | 198.36 | 200.12 |
| Grades 4 through 6 | 109.93 | 109.28 |
| Total | 308.29 | 309.40 |
| Aspire Antonio Maria Lugo Academy: | | |
| Grades K through 3 | 229.31 | 229.43 |
| Grades 4 through 6 | 155.79 | 156.05 |
| Total | 385.10 | 385.48 |
| Aspire Ollin College Preparatory Academy: | | |
| Grade 6 | 32.94 | 32.97 |
| Grades 7 and 8 | 94.91 | 94.73 |
| Grades 9 through 12 | 447.13 | 444.34 |
| Total | 574.98 | 572.04 |
| Aspire Junior Collegiate Academy: | | |
| Grades K through 3 | 200.61 | 200.45 |
| Grades 4 through 6 | 119.65 | 119.74 |
| Total | 320.26 | 320.19 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF AVERAGE DAILY ATTENDANCE
## YEAR ENDED JUNE 30, 2018

| | Second Period Report | Annual Report |
|---|---|---|
| Aspire Titan Academy: | | |
| Grades K through 3 | 202.09 | 201.60 |
| Grades 4 through 6 | 117.54 | 117.41 |
| Total | 319.63 | 319.01 |
| Aspire Pacific Academy: | | |
| Grades 4 through 6 | 61.47 | 61.41 |
| Grades 7 and 8 | 154.11 | 153.54 |
| Grades 9 through 12 | 285.85 | 283.56 |
| Total | 501.43 | 498.51 |
| Aspire Firestone Academy: | | |
| Grades K through 3 | 249.98 | 249.32 |
| Grades 4 through 6 | 141.93 | 140.54 |
| Total | 391.91 | 389.86 |
| Aspire Gateway Academy: | | |
| Grades K through 3 | 257.47 | 257.49 |
| Grades 4 through 6 | 139.95 | 140.04 |
| Total | 397.42 | 397.53 |
| Aspire Tate Academy: | | |
| Grades K through 3 | 194.98 | 195.46 |
| Grades 4 through 6 | 166.60 | 166.31 |
| Total | 361.58 | 361.77 |
| Aspire Inskeep Academy: | | |
| Grades K through 3 | 189.63 | 188.42 |
| Grades 4 through 6 | 137.70 | 137.55 |
| Total | 327.33 | 325.97 |
| Aspire Slauson Academy: | | |
| Grades K through 3 | 190.06 | 189.73 |
| Grades 4 through 6 | 136.99 | 136.23 |
| Total | 327.05 | 325.96 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF AVERAGE DAILY ATTENDANCE
## YEAR ENDED JUNE 30, 2018

| | Second Period Report | Annual Report |
|---|---|---|
| Aspire Centennial College Preparatory Academy: | | |
| Grades 4 through 6 | 175.42 | 175.61 |
| Grades 7 through 8 | 351.74 | 351.44 |
| Total | 527.16 | 527.05 |
| Combined Totals: | | |
| Grades K through 3 | 5,376.26 | 5,371.94 |
| Grades 4 through 6 | 3,948.14 | 3,941.83 |
| Grades 7 and 8 | 2,218.63 | 2,210.83 |
| Grades 9 through 12 | 2,662.82 | 2,637.79 |
| Total | 14,205.85 | 14,162.39 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF INSTRUCTIONAL TIME
## YEAR ENDED JUNE 30, 2018

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

| | | 2017-18 Minutes | | |
|---|---|---|---|---|
| | Instructional Days – Traditional Calendar | Requirement | Offered | Status |
| Aspire Monarch Academy: | | | | |
| Kindergarten | 181 days | 36,000 | 60,680 | In Compliance |
| Grades 1 through 3 | 181 days | 50,400 | 61,760 | In Compliance |
| Grades 4 through 5 | 181 days | 54,000 | 61,760 | In Compliance |
| Aspire Lionel Wilson College Preparatory Academy: | | | | |
| Grades 6 through 8 | 180 days | 54,000 | 65,295 | In Compliance |
| Grades 9 through 12 | 180 days | 64,800 | 65,700 | In Compliance |
| Aspire East Palo Alto Charter School: | | | | |
| Kindergarten | 181 days | 36,000 | 50,700 | In Compliance |
| Grades 1 through 3 | 181 days | 50,400 | 57,740 | In Compliance |
| Grades 4 through 5 | 181 days | 54,000 | 58,800 | In Compliance |
| Grades 6 through 8 | 181 days | 54,000 | 67,030 | In Compliance |
| Grades 9 through 12 | 181 days | 64,800 | 67,030 | In Compliance |
| Aspire Triumph Technology Academy: | | | | |
| Kindergarten | 181 days | 36,000 | 59,315 | In Compliance |
| Grades 1 through 3 | 181 days | 50,400 | 59,315 | In Compliance |
| Grades 4 through 5 | 181 days | 54,000 | 59,315 | In Compliance |
| Aspire Berkley Maynard Academy: | | | | |
| Kindergarten | 181 days | 36,000 | 56,010 | In Compliance |
| Grades 1 through 3 | 181 days | 50,400 | 56,010 | In Compliance |
| Grades 4 through 5 | 181 days | 54,000 | 56,010 | In Compliance |
| Grades 6 through 8 | 181 days | 54,000 | 56,010 | In Compliance |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF INSTRUCTIONAL TIME
## YEAR ENDED JUNE 30, 2018

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

| | | 2017-18 Minutes | | |
|---|---|---|---|---|
| | Instructional Days – Traditional Calendar | Requirement | Offered | Status |
| Aspire Richmond California College Preparatory Academy: | | | | |
| Grades 6 through 8 | 182 days | 54,000 | 60,319 | In Compliance |
| Grades 9 through 12 | 182 days | 64,800 | 66,286 | In Compliance |
| Aspire Golden State College Preparatory Academy: | | | | |
| Grades 6 through 8 | 180 days | 54,000 | 65,808 | In Compliance |
| Grades 9 through 12 | 180 days | 64,800 | 65,808 | In Compliance |
| Aspire ERES Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 55,800 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 57,945 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 57,945 | In Compliance |
| Grades 6 through 8 | 180 days | 54,000 | 63,835 | In Compliance |
| Aspire College Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 57,050 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 58,755 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 58,755 | In Compliance |
| Aspire Richmond Technology Academy: | | | | |
| Kindergarten | 181 days | 36,000 | 52,010 | In Compliance |
| Grades 1 through 3 | 181 days | 50,400 | 57,810 | In Compliance |
| Grades 4 through 5 | 181 days | 54,000 | 57,810 | In Compliance |
| Aspire Vincent Shalvey Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 58,295 | In Compliance |
| Grade 1 | 186 days | 50,400 | 59,920 | In Compliance |
| Grades 2 through 3 | 186 days | 50,400 | 61,310 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 61,310 | In Compliance |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF INSTRUCTIONAL TIME
## YEAR ENDED JUNE 30, 2018

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

| | | 2017-18 Minutes | | |
|---|---|---|---|---|
| | Instructional Days – Traditional Calendar | Requirement | Offered | Status |
| Aspire University Charter School: | | | | |
| Kindergarten | 186 days | 36,000 | 59,160 | In Compliance |
| Grades 1 through 3 | 186 days | 50,400 | 60,200 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 60,720 | In Compliance |
| Aspire Summit Charter Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 53,710 | In Compliance |
| Grade 1 | 186 days | 50,400 | 55,140 | In Compliance |
| Grades 2 through 3 | 186 days | 50,400 | 55,830 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 57,900 | In Compliance |
| Aspire River Oaks Charter School: | | | | |
| Kindergarten | 186 days | 36,000 | 54,560 | In Compliance |
| Grade 1 | 186 days | 50,400 | 57,825 | In Compliance |
| Grades 2 through 3 | 186 days | 50,400 | 59,910 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 59,910 | In Compliance |
| Aspire Benjamin Holt College Middle School: | | | | |
| Grades 6 through 8 | 186 days | 54,000 | 64,440 | In Compliance |
| Aspire Benjamin Holt College Preparatory Academy: | | | | |
| Grades 9 through 12 | 186 days | 64,800 | 65,435 | In Compliance |
| Aspire Capitol Heights Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 58,070 | In Compliance |
| Grade 1 | 186 days | 50,400 | 61,545 | In Compliance |
| Grades 2 through 3 | 186 days | 50,400 | 63,630 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 63,630 | In Compliance |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF INSTRUCTIONAL TIME
## YEAR ENDED JUNE 30, 2018

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

| | | 2017-18 Minutes | | |
|---|---|---|---|---|
| | Instructional Days – Traditional Calendar | Requirement | Offered | Status |
| Aspire Rosa Parks Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 59,660 | In Compliance |
| Grade 1 | 186 days | 50,400 | 59,660 | In Compliance |
| Grades 2 through 3 | 186 days | 50,400 | 61,030 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 62,100 | In Compliance |
| Aspire Langston Hughes Academy: | | | | |
| Grades 6 through 8 | 186 days | 54,000 | 68,100 | In Compliance |
| Grades 9 through 12 | 186 days | 64,800 | 68,100 | In Compliance |
| Aspire Port City Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 58,030 | In Compliance |
| Grade 1 | 186 days | 50,400 | 60,030 | In Compliance |
| Grades 2 through 3 | 186 days | 50,400 | 62,100 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 62,100 | In Compliance |
| Aspire Vanguard College Preparatory Academy: | | | | |
| Grades 6 through 8 | 186 days | 54,000 | 66,702 | In Compliance |
| Grades 9 through 12 | 186 days | 64,800 | 66,702 | In Compliance |
| Aspire Alexander Twilight College Preparatory Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 56,820 | In Compliance |
| Grades 1 through 3 | 186 days | 50,400 | 62,400 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 62,400 | In Compliance |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF INSTRUCTIONAL TIME
## YEAR ENDED JUNE 30, 2018

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

| | | 2017-18 Minutes | | |
|---|---|---|---|---|
| | Instructional Days – Traditional Calendar | Requirement | Offered | Status |
| Aspire Alexander Twilight Secondary Academy: | | | | |
| Grades 6 through 8 | 186 days | 54,000 | 64,735 | In Compliance |
| Grades 9 through 12 | 186 days | 64,800 | 72,595 | In Compliance |
| Aspire APEX Academy: | | | | |
| Kindergarten | 186 days | 36,000 | 63,870 | In Compliance |
| Grades 1 through 3 | 186 days | 50,400 | 63,870 | In Compliance |
| Grades 4 through 5 | 186 days | 54,000 | 63,870 | In Compliance |
| Aspire Antonio Maria Lugo Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 56,580 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 57,660 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 57,660 | In Compliance |
| Aspire Ollin University Preparatory Academy: | | | | |
| Grades 7 through 8 | 180 days | 54,000 | 65,420 | In Compliance |
| Grades 9 through 12 | 180 days | 64,800 | 65,420 | In Compliance |
| Aspire Junior Collegiate Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 60,840 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 60,840 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 60,840 | In Compliance |
| Aspire Titan Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 59,040 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 59,040 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 59,040 | In Compliance |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF INSTRUCTIONAL TIME
## YEAR ENDED JUNE 30, 2018

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

| | | 2017-18 Minutes | | |
|---|---|---|---|---|
| | Instructional Days – Traditional Calendar | Requirement | Offered | Status |
| Aspire Pacific Academy: | | | | |
| Grades 6 through 8 | 180 days | 54,000 | 64,966 | In Compliance |
| Grades 9 through 12 | 180 days | 64,800 | 64,966 | In Compliance |
| Aspire Firestone Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 58,320 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 58,320 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 58,320 | In Compliance |
| Aspire Gateway Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 58,320 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 58,320 | In Compliance |
| Grades 4 through 5 | 180 days | 54,000 | 58,320 | In Compliance |
| Aspire Tate Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 61,380 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 61,380 | In Compliance |
| Grades 4 through 6 | 180 days | 54,000 | 61,380 | In Compliance |
| Aspire Inskeep Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 61,380 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 61,380 | In Compliance |
| Grades 4 through 6 | 180 days | 54,000 | 61,380 | In Compliance |
| Aspire Slauson Academy: | | | | |
| Kindergarten | 180 days | 36,000 | 61,380 | In Compliance |
| Grades 1 through 3 | 180 days | 50,400 | 61,380 | In Compliance |
| Grades 4 through 6 | 180 days | 54,000 | 61,380 | In Compliance |
| Aspire Centennial College Preparatory Academy: | | | | |
| Grades 6 through 8 | 180 days | 54,000 | 64,905 | In Compliance |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION, BY REGION
## JUNE 30, 2018



| | School Operations | | | | Administration | |
|---|---|---|---|---|---|---|
| | Bay Area Schools | Central Valley Schools | LA Schools | Tennessee Schools | National Office | Total School Activity |
| **CURRENT ASSETS:** | | | | | | |
| Cash and cash equivalents | $ 11,226,693 | $ 12,491,790 | $ 15,923,807 | $ 3,716,873 | $ (2,350,705) | $ 41,008,458 |
| Restricted cash and cash equivalents | - | - | - | - | - | - |
| Accounts receivable | 8,487,687 | 8,743,786 | 4,240,163 | 1,220,269 | 81,342 | 22,773,247 |
| Foundation grants receivable, current portion | 194,091 | - | - | 2,600,000 | 1,125,000 | 3,919,091 |
| Prepaid expenses and deposits | 210,408 | 420,351 | 665,188 | 56,642 | 275,424 | 1,628,013 |
| Intercompany receivable | - | 29,893 | - | 37,354 | 1,097,586 | 1,164,833 |
| Total current assets | 20,118,879 | 21,685,820 | 20,829,158 | 7,631,138 | 228,647 | 70,493,642 |
| **NON-CURRENT ASSETS:** | | | | | | |
| Restricted cash and cash equivalents | 3,482,907 | - | - | - | - | 3,482,907 |
| Investments | - | - | - | - | 136,619 | 136,619 |
| Foundation grants receivable, net | - | - | - | - | 24,358 | 24,358 |
| Deferred rent | 358,000 | 645,569 | 190,927 | - | - | 1,194,496 |
| Property and equipment, net | 13,600,339 | 15,471,472 | 33,523,899 | 6,325,358 | 311,797 | 69,232,865 |
| Other assets, net | - | - | - | - | 380,877 | 380,877 |
| **TOTAL ASSETS** | $ 37,560,125 | $ 37,802,861 | $ 54,543,984 | $ 13,956,496 | $ 1,082,298 | $ 144,945,764 |
| **CURRENT LIABILITIES:** | | | | | | |
| Accounts payable | $ 1,355,608 | $ 1,678,716 | $ 550,620 | $ 343,453 | $ 1,844,408 | $ 5,772,805 |
| Accrued expenses | 1,860,584 | 1,892,067 | 2,381,163 | 799,524 | 1,822,739 | 8,756,077 |
| Line of credit | 500,000 | 1,700,000 | - | - | - | 2,200,000 |
| Debt, current | 100,000 | 153,241 | 487,130 | 41,965 | - | 782,336 |
| Intercompany payable | - | - | - | 44,947 | 37,354 | 82,301 |
| Total current liabilities | 3,816,192 | 5,424,024 | 3,418,913 | 1,229,889 | 3,704,501 | 17,593,519 |
| **LONG-TERM LIABILITIES:** | | | | | | |
| Deferred rent | - | 248,679 | 1,039,564 | - | - | 1,288,243 |
| Debt, net | 4,106,191 | 3,414,149 | 15,587,197 | 4,436,996 | - | 27,544,533 |
| Total liabilities | 7,922,383 | 9,086,852 | 20,045,674 | 5,666,885 | 3,704,501 | 46,426,295 |
| **NET ASSETS:** | | | | | | |
| Unrestricted | 22,867,805 | 26,994,013 | 31,792,568 | 3,586,190 | (3,120,623) | 82,119,953 |
| Temporarily restricted | 6,769,937 | 1,721,996 | 2,705,742 | 4,703,421 | 498,420 | 16,399,516 |
| Total net assets | 29,637,742 | 28,716,009 | 34,498,310 | 8,289,611 | (2,622,203) | 98,519,469 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 37,560,125 | $ 37,802,861 | $ 54,543,984 | $ 13,956,496 | $ 1,082,298 | $ 144,945,764 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION, BY REGION
## JUNE 30, 2018



| | Alder * | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | |
| Cash and cash equivalents | $ - | $ - | $ - | $ 41,008,458 |
| Restricted cash and cash equivalents | - | 4,014,247 | - | 4,014,247 |
| Accounts receivable | - | - | - | 22,773,247 |
| Foundation grants receivable, current portion | - | - | - | 3,919,091 |
| Prepaid expenses and deposits | - | - | - | 1,628,013 |
| Intercompany receivable | - | - | (1,164,833) | - |
| Total current assets | - | 4,014,247 | (1,164,833) | 73,343,056 |
| **NON-CURRENT ASSETS:** | | | | |
| Restricted cash and cash equivalents | - | 6,855,797 | - | 10,338,704 |
| Investments | - | - | - | 136,619 |
| Foundation grants receivable, net | - | - | - | 24,358 |
| Deferred rent | - | 6,514 | (1,201,010) | - |
| Property and equipment, net | - | 100,780,507 | (1,032,128) | 168,981,244 |
| Other assets, net | - | - | - | 380,877 |
| **TOTAL ASSETS** | $ - | $ 111,657,065 | $ (3,397,971) | $ 253,204,858 |
| **CURRENT LIABILITIES:** | | | | |
| Accounts payable | $ - | $ - | $ - | $ 5,772,805 |
| Accrued expenses | - | 2,091,118 | - | 10,847,195 |
| Line of credit | - | - | - | 2,200,000 |
| Debt, current | - | 1,610,000 | - | 2,392,336 |
| Intercompany payable | - | 1,082,532 | (1,164,833) | - |
| Total current liabilities | - | 4,783,650 | (1,164,833) | 21,212,336 |
| **LONG-TERM LIABILITIES:** | | | | |
| Deferred rent | - | 779,219 | (1,201,010) | 866,452 |
| Debt, net | - | 108,695,706 | - | 136,240,239 |
| Total liabilities | - | 114,258,575 | (2,365,843) | 158,319,027 |
| **NET ASSETS:** | | | | |
| Unrestricted | - | (2,601,510) | (1,032,128) | 78,486,315 |
| Temporarily restricted | - | - | - | 16,399,516 |
| Total net assets | - | (2,601,510) | (1,032,128) | 94,885,831 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ - | $ 111,657,065 | $ (3,397,971) | $ 253,204,858 |

* See Note 1 regarding deconsolidation of Alder Graduate School of Education.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES, BY REGION
## YEAR ENDED JUNE 30, 2018



| | School Operations | | | | Administration | |
|---|---|---|---|---|---|---|
| | Bay Area Schools | Central Valley Schools | LA Schools | Tennessee Schools | National Office | Total School Activity |
| **UNRESTRICTED NET ASSETS** | | | | | | |
| **SUPPORT AND REVENUE:** | | | | | | |
| Private grants and contributions | $ 525,429 | $ 53,139 | $ 35,879 | $ 85,198 | $ 1,989,437 | $ 2,689,082 |
| Federal revenue | 5,356,113 | 5,128,154 | 6,440,389 | 3,444,848 | 198,148 | 20,567,652 |
| California State revenue | | | | | | |
| State aid portion of general purpose funding | 29,471,440 | 33,596,801 | 28,261,466 | - | - | 91,329,707 |
| All other state revenue | 6,092,842 | 7,858,021 | 4,869,065 | - | - | 18,819,928 |
| Tennessee State revenue | | | | | | |
| Basic education program funding | - | - | - | 14,010,357 | - | 14,010,357 |
| All other state revenue | - | - | - | 382,149 | - | 382,149 |
| Local revenue: | | | | | | |
| Cash in-lieu of property taxes | 8,511,570 | 8,976,208 | 11,128,225 | - | - | 28,616,003 |
| Interest income | 12,949 | 7,472 | - | - | 280,413 | 300,834 |
| All other local revenue | 1,076,163 | 969,269 | 288,771 | 86,315 | 835,412 | 3,255,930 |
| Subtotal | 51,046,506 | 56,589,064 | 51,023,795 | 18,008,867 | 3,303,410 | 179,971,642 |
| Net assets released from restrictions | 13,131,401 | 9,880,187 | 9,466,493 | 2,754,505 | 4,561,076 | 39,793,662 |
| Total support and revenue | 64,177,907 | 66,469,251 | 60,490,288 | 20,763,372 | 7,864,486 | 219,765,304 |
| **EXPENSES AND LOSSES** | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | |
| Educational programs | 53,967,620 | 59,032,027 | 55,046,470 | 17,078,971 | - | 185,125,088 |
| **SUPPORTING SERVICES:** | | | | | | |
| Site support | 1,320,097 | 1,548,062 | 2,073,097 | 1,696,470 | 9,136,290 | 15,774,016 |
| Development and expansion | 473,090 | 559,224 | 739,480 | 561,173 | 6,158,498 | 8,491,465 |
| Administration and general | 163,657 | 219,859 | 296,661 | 623,575 | 5,123,378 | 6,427,130 |
| Cost allocations | 3,272,474 | 3,938,891 | 3,486,754 | - | (10,698,119) | - |
| Total supporting services | 5,229,318 | 6,266,036 | 6,595,992 | 2,881,218 | 9,720,047 | 30,692,611 |
| Total expenses | 59,196,938 | 65,298,063 | 61,642,462 | 19,960,189 | 9,720,047 | 215,817,699 |
| Loss on deconsolidation | - | - | - | - | - | - |
| Total expenses and losses | 59,196,938 | 65,298,063 | 61,642,462 | 19,960,189 | 9,720,047 | 215,817,699 |
| **TRANSFERS BETWEEN AFFILIATES** | (25,020) | (490,040) | (25,020) | - | - | (540,080) |
| **Increase (Decrease) in Unrestricted Net Assets** | 4,955,949 | 681,148 | (1,177,194) | 803,183 | (1,855,561) | 3,407,525 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | |
| Private grants and contributions | 147,000 | - | - | 2,600,000 | 2,000,000 | 4,747,000 |
| Federal and state revenue | 8,269,140 | 9,042,776 | 10,082,393 | - | - | 27,394,309 |
| Interfund transfers | (516,691) | (789,154) | (334,422) | - | 1,640,267 | - |
| Loss on deconsolidation | - | - | - | - | - | - |
| Net assets released from restrictions | (13,131,401) | (9,880,187) | (9,466,493) | (2,754,505) | (4,561,076) | (39,793,662) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (5,231,952) | (1,626,565) | 281,478 | (154,505) | (920,809) | (7,652,353) |
| **INCREASE (DECREASE) IN NET ASSETS** | (276,003) | (945,417) | (895,716) | 648,678 | (2,776,370) | (4,244,828) |
| **NET ASSETS - Beginning of Year** | 29,913,745 | 29,661,426 | 35,394,026 | 7,640,933 | 154,167 | 102,764,297 |
| **NET ASSETS - End of Year** | $ 29,637,742 | $ 28,716,009 | $ 34,498,310 | $ 8,289,611 | $ (2,622,203) | $ 98,519,469 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES, BY REGION
## YEAR ENDED JUNE 30, 2018



| UNRESTRICTED NET ASSETS | Alder * | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | |
| Private grants and contributions | $ - | $ - | $ - | $ 2,689,082 |
| Federal revenue | - | - | - | 20,567,652 |
| California State revenue | | | | |
| State aid portion of general purpose funding | - | - | - | 91,329,707 |
| All other state revenue | - | - | - | 18,819,928 |
| Tennessee State revenue | | | | |
| Basic education program funding | - | - | - | 14,010,357 |
| All other state revenue | - | - | - | 382,149 |
| Local revenue: | | | | |
| Cash in-lieu of property taxes | - | - | - | 28,616,003 |
| Interest income | - | 96,563 | - | 397,397 |
| All other local revenue | - | 6,713,758 | (7,369,635) | 2,600,053 |
| Subtotal | - | 6,810,321 | (7,369,635) | 179,412,328 |
| Net assets released from restrictions | - | - | - | 39,793,662 |
| Total support and revenue | - | 6,810,321 | (7,369,635) | 219,205,990 |
| **EXPENSES AND LOSSES** | | | | |
| **PROGRAM EXPENSES:** | | | | |
| Educational programs | - | 8,026,674 | (7,369,635) | 185,782,127 |
| **SUPPORTING SERVICES:** | | | | |
| Site support | - | - | - | 15,774,016 |
| Development and expansion | - | - | - | 8,491,465 |
| Administration and general | - | - | - | 6,427,130 |
| Cost allocations | - | - | - | - |
| Total supporting services | - | - | - | 30,692,611 |
| Total expenses | - | 8,026,674 | (7,369,635) | 216,474,738 |
| Loss on deconsolidation | 301,198 | - | - | 301,198 |
| Total expenses and losses | 301,198 | 8,026,674 | (7,369,635) | 216,775,936 |
| **TRANSFERS BETWEEN AFFILIATES** | - | 540,080 | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (301,198) | (676,273) | - | 2,430,054 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | |
| Private grants and contributions | - | - | - | 4,747,000 |
| Federal and state revenue | - | - | - | 27,394,309 |
| Interfund transfers | - | - | - | - |
| Loss on deconsolidation | (2,595,975) | - | - | (2,595,975) |
| Net assets released from restrictions | - | - | - | (39,793,662) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (2,595,975) | - | - | (10,248,328) |
| **INCREASE (DECREASE) IN NET ASSETS** | (2,897,173) | (676,273) | - | (7,818,274) |
| **NET ASSETS - Beginning of Year** | 2,897,173 | (1,925,237) | (1,032,128) | 102,704,105 |
| **NET ASSETS - End of Year** | $ - | $ (2,601,510) | $ (1,032,128) | $ 94,885,831 |

* See Note 1 regarding deconsolidation of Alder Graduate School of Education.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2018



| | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Aspire Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 1,112,584 | $ 754,070 | $ 1,349,552 | $ 264,304 | $ 1,809,149 | $ 308,448 | $ 235,191 | $ 719,292 | $ 3,781,335 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 894,149 | 1,021,888 | 1,296,839 | 656,292 | 812,606 | 1,163,155 | 638,312 | 1,120,612 | 424,478 |
| Foundation grants receivable, current portion | 19,800 | - | 47,091 | 29,700 | 19,800 | - | - | - | 9,900 |
| Prepaid expenses and deposits | 48,056 | 1,503 | 2,814 | 30,514 | 9,768 | 44,695 | 29,338 | 1,915 | 11,381 |
| Intercompany receivable | - | - | - | - | - | - | - | - | - |
| Total current assets | 2,074,589 | 1,777,461 | 2,696,296 | 980,810 | 2,651,323 | 1,516,298 | 902,841 | 1,841,819 | 4,227,094 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | 1,000,000 | - | - | - | - | 1,482,907 |
| Investments | - | - | - | - | - | - | - | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | - | 113,697 | 87,041 | - | - | - | - | 157,262 | - |
| Property and equipment, net | 482,207 | 736,956 | 5,370,889 | 188,275 | 704,288 | 335,722 | 502,688 | 2,897,671 | 2,262,536 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 2,556,796 | $ 2,628,114 | $ 8,154,226 | $ 2,169,085 | $ 3,355,611 | $ 1,852,020 | $ 1,405,529 | $ 4,896,752 | $ 7,972,537 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 152,951 | $ 61,269 | $ 377,501 | $ 47,952 | $ 370,265 | $ 63,775 | $ 54,574 | $ 15,367 | $ 176,102 |
| Accrued expenses | 192,514 | 185,039 | 262,831 | 119,237 | 244,932 | 235,997 | 141,407 | 198,423 | 106,172 |
| Line of credit | - | - | - | - | - | 300,000 | 200,000 | - | - |
| Debt, current | - | - | - | - | - | 50,000 | 50,000 | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 345,465 | 246,308 | 640,332 | 167,189 | 615,197 | 649,772 | 445,981 | 213,790 | 282,274 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | - | - | - | - | - | 200,000 | 200,000 | - | 3,706,191 |
| Total liabilities | 345,465 | 246,308 | 640,332 | 167,189 | 615,197 | 849,772 | 645,981 | 213,790 | 3,988,465 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 1,931,073 | 2,275,360 | 7,271,609 | 918,762 | 2,721,281 | 949,604 | 707,567 | 4,669,924 | 268,282 |
| Temporarily restricted | 280,258 | 106,446 | 242,285 | 1,083,134 | 19,133 | 52,644 | 51,981 | 13,038 | 3,715,790 |
| Total net assets | 2,211,331 | 2,381,806 | 7,513,894 | 2,001,896 | 2,740,414 | 1,002,248 | 759,548 | 4,682,962 | 3,984,072 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 2,556,796 | $ 2,628,114 | $ 8,154,226 | $ 2,169,085 | $ 3,355,611 | $ 1,852,020 | $ 1,405,529 | $ 4,896,752 | $ 7,972,537 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2018



| | Aspire College Academy | Bay Area Regional Office | Total Bay Area Region | Aspire Vincent Shalvey Academy | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Benjamin Holt Middle School |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 476,074 | $ 416,694 | $ 11,226,693 | $ 1,497,099 | $ 591,919 | $ 1,080,963 | $ 165,514 | $ 1,278,132 | $ 72,886 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 438,603 | 20,753 | 8,487,687 | 593,105 | 217,779 | 440,529 | 745,084 | 745,189 | 719,665 |
| Foundation grants receivable, current portion | 19,800 | 48,000 | 194,091 | - | - | - | - | - | - |
| Prepaid expenses and deposits | 28,812 | 1,612 | 210,408 | 16,390 | 134,375 | 36,533 | 1,363 | 788 | 1,005 |
| Intercompany receivable | - | - | - | - | - | - | - | - | - |
| Total current assets | 963,289 | 487,059 | 20,118,879 | 2,106,594 | 944,073 | 1,558,025 | 911,961 | 2,024,109 | 793,556 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | 1,000,000 | - | 3,482,907 | - | - | - | - | - | - |
| Investments | - | - | - | - | - | - | - | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | - | - | 358,000 | - | - | - | 183,837 | 58,327 | - |
| Property and equipment, net | 103,202 | 15,905 | 13,600,339 | 240,622 | 86,442 | 406,167 | 615,278 | 430,036 | 359,043 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 2,066,491 | $ 502,964 | $ 37,560,125 | $ 2,347,216 | $ 1,030,515 | $ 1,964,192 | $ 1,711,076 | $ 2,512,472 | $ 1,152,599 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 32,400 | $ 3,452 | $ 1,355,608 | $ 121,716 | $ 34,836 | $ 91,005 | $ 140,694 | $ 164,093 | $ 254,032 |
| Accrued expenses | 95,242 | 78,790 | 1,860,584 | 124,086 | 84,520 | 142,025 | 123,844 | 134,243 | 129,412 |
| Line of credit | - | - | 500,000 | - | - | - | - | - | - |
| Debt, current | - | - | 100,000 | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 127,642 | 82,242 | 3,816,192 | 245,802 | 119,356 | 233,030 | 264,538 | 298,336 | 383,444 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | 248,679 |
| Debt, net | - | - | 4,106,191 | - | - | - | - | - | - |
| Total liabilities | 127,642 | 82,242 | 7,922,383 | 245,802 | 119,356 | 233,030 | 264,538 | 298,336 | 632,123 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 919,049 | 235,294 | 22,867,805 | 1,855,666 | 911,158 | 1,469,981 | 1,417,083 | 2,202,918 | 467,869 |
| Temporarily restricted | 1,019,800 | 185,428 | 6,769,937 | 245,748 | 1 | 261,181 | 29,455 | 11,218 | 52,607 |
| Total net assets | 1,938,849 | 420,722 | 29,637,742 | 2,101,414 | 911,159 | 1,731,162 | 1,446,538 | 2,214,136 | 520,476 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 2,066,491 | $ 502,964 | $ 37,560,125 | $ 2,347,216 | $ 1,030,515 | $ 1,964,192 | $ 1,711,076 | $ 2,512,472 | $ 1,152,599 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2018



| | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep Academy | Aspire Alexander Twilight Secondary Academy | Aspire APEX Academy | Central Valley Regional Office |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 417,283 | $ 1,898,421 | $ 2,003,958 | $ 1,731,563 | $ 195,081 | $ 317,483 | $ 255,889 | $ 363,004 | $ 622,595 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 614,438 | 461,550 | 1,292,292 | 633,885 | 333,055 | 699,739 | 578,518 | 645,521 | 23,437 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | 17,205 | 1,548 | 1,783 | 26,222 | 144,881 | 9,849 | 1,385 | 14,792 | 12,232 |
| Intercompany receivable | - | - | - | - | - | 29,893 | - | - | - |
| Total current assets | 1,048,926 | 2,361,519 | 3,298,033 | 2,391,670 | 673,017 | 1,056,964 | 835,792 | 1,023,317 | 658,264 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Investments | - | - | - | - | - | - | - | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | - | - | 155,483 | 117,772 | - | 116,081 | 14,069 | - | - |
| Property and equipment, net | 569,888 | 8,940,271 | 588,904 | 371,203 | 112,986 | 1,233,900 | 1,217,555 | 222,518 | 76,659 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 1,618,814 | $ 11,301,790 | $ 4,042,420 | $ 2,880,645 | $ 786,003 | $ 2,406,945 | $ 2,067,416 | $ 1,245,835 | $ 734,923 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 268,973 | $ 94,388 | $ 173,218 | $ 75,367 | $ 100,102 | $ 24,661 | $ 33,376 | $ 68,110 | $ 34,145 |
| Accrued expenses | 120,110 | 120,167 | 214,739 | 151,705 | 110,714 | 110,759 | 123,250 | 121,268 | 81,225 |
| Line of credit | 200,000 | - | - | - | - | 700,000 | 800,000 | - | - |
| Debt, current | - | 153,241 | - | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 589,083 | 367,796 | 387,957 | 227,072 | 210,816 | 835,420 | 956,626 | 189,378 | 115,370 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | - | - | - | - | - | - | - |
| Debt, net | - | 3,414,149 | - | - | - | - | - | - | - |
| Total liabilities | 589,083 | 3,781,945 | 387,957 | 227,072 | 210,816 | 835,420 | 956,626 | 189,378 | 115,370 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 766,605 | 7,366,652 | 3,622,886 | 2,587,251 | 575,186 | 1,392,487 | 943,412 | 795,306 | 619,553 |
| Temporarily restricted | 263,126 | 153,193 | 31,577 | 66,322 | 1 | 179,038 | 167,378 | 261,151 | - |
| Total net assets | 1,029,731 | 7,519,845 | 3,654,463 | 2,653,573 | 575,187 | 1,571,525 | 1,110,790 | 1,056,457 | 619,553 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,618,814 | $ 11,301,790 | $ 4,042,420 | $ 2,880,645 | $ 786,003 | $ 2,406,945 | $ 2,067,416 | $ 1,245,835 | $ 734,923 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2018



| | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin University Preparatory Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 12,491,790 | $ 1,658,600 | $ 986,320 | $ 1,458,271 | $ 1,086,057 | $ 634,974 | $ 1,996,233 | $ 1,957,383 | $ 1,368,999 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 8,743,786 | 316,821 | 487,180 | 417,695 | 444,390 | 600,575 | 238,931 | 271,215 | 269,843 |
| Foundation grants receivable, current portion | - | - | - | - | - | - | - | - | - |
| Prepaid expenses and deposits | 420,351 | 1,666 | 1,480 | 1,136 | 1,136 | 1,285 | 10,265 | 5,402 | 1,113 |
| Intercompany receivable | 29,893 | - | - | - | - | - | - | - | - |
| Total current assets | 21,685,820 | 1,977,087 | 1,474,980 | 1,877,102 | 1,531,583 | 1,236,834 | 2,245,429 | 2,234,000 | 1,639,955 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Investments | - | - | - | - | - | - | - | - | - |
| Foundation grants receivable, net | - | - | - | - | - | - | - | - | - |
| Deferred rent | 645,569 | - | - | 94,291 | 96,636 | - | - | - | - |
| Property and equipment, net | 15,471,472 | 15,239,870 | 16,756,229 | 218,765 | 279,342 | 395,071 | 59,944 | 59,733 | 24,283 |
| Other assets, net | - | - | - | - | - | - | - | - | - |
| **TOTAL ASSETS** | $ 37,802,861 | $ 17,216,957 | $ 18,231,209 | $ 2,190,158 | $ 1,907,561 | $ 1,631,905 | $ 2,305,373 | $ 2,293,733 | $ 1,664,238 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 1,678,716 | $ 80,504 | $ 214,423 | $ 45,033 | $ 28,296 | $ 26,950 | $ 26,954 | $ 13,647 | $ 23,248 |
| Accrued expenses | 1,892,067 | 263,461 | 252,744 | 146,400 | 166,785 | 245,954 | 164,839 | 194,211 | 199,160 |
| Line of credit | 1,700,000 | - | - | - | - | - | - | - | - |
| Debt, current | 153,241 | 215,508 | 271,622 | - | - | - | - | - | - |
| Intercompany payable | - | - | - | - | - | - | - | - | - |
| Total current liabilities | 5,424,024 | 559,473 | 738,789 | 191,433 | 195,081 | 272,904 | 191,793 | 207,858 | 222,408 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | 248,679 | - | - | - | - | 173,113 | - | - | - |
| Debt, net | 3,414,149 | 7,595,570 | 7,991,627 | - | - | - | - | - | - |
| Total liabilities | 9,086,852 | 8,155,043 | 8,730,416 | 191,433 | 195,081 | 446,017 | 191,793 | 207,858 | 222,408 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 26,994,013 | 8,766,478 | 9,215,444 | 1,769,190 | 1,488,655 | 1,105,163 | 1,838,150 | 1,810,634 | 1,169,443 |
| Temporarily restricted | 1,721,996 | 295,436 | 285,349 | 229,535 | 223,825 | 80,725 | 275,430 | 275,241 | 272,387 |
| Total net assets | 28,716,009 | 9,061,914 | 9,500,793 | 1,998,725 | 1,712,480 | 1,185,888 | 2,113,580 | 2,085,875 | 1,441,830 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 37,802,861 | $ 17,216,957 | $ 18,231,209 | $ 2,190,158 | $ 1,907,561 | $ 1,631,905 | $ 2,305,373 | $ 2,293,733 | $ 1,664,238 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2018



| | Aspire Inskeep Academy | Aspire Slauson Academy | Aspire Centennial College Preparatory Academy | LA Regional Office | Total LA Region | National Office | Total Aspire Public Schools | Aspire Hanley Middle School | Aspire Hanley Elementary School |
|---|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | | |
| Cash and cash equivalents | $ 1,148,239 | $ 1,393,573 | $ 1,461,403 | $ 773,755 | $ 15,923,807 | $ (2,350,705) | $ 37,291,585 | $ 579,990 | $ 407,560 |
| Restricted cash and cash equivalents | - | - | - | - | - | - | - | - | - |
| Accounts receivable | 241,681 | 220,059 | 703,509 | 28,264 | 4,240,163 | 81,342 | 21,552,978 | 111,033 | 430,574 |
| Foundation grants receivable, current portion | - | - | - | - | - | 1,125,000 | 1,319,091 | 615,000 | 850,000 |
| Prepaid expenses and deposits | 1,200 | 1,016 | 599,423 | 40,066 | 665,188 | 275,424 | 1,571,371 | 1,843 | 1,156 |
| Intercompany receivable | - | - | - | - | - | 1,097,586 | 1,127,479 | - | - |
| Total current assets | 1,391,120 | 1,614,648 | 2,764,335 | 842,085 | 20,829,158 | 228,647 | 62,862,504 | 1,307,866 | 1,689,290 |
| **NON-CURRENT ASSETS:** | | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | - | 3,482,907 | - | - |
| Investments | - | - | - | - | - | 136,619 | 136,619 | - | - |
| Foundation grants receivable, net | - | - | - | - | - | 24,358 | 24,358 | - | - |
| Deferred rent | - | - | - | - | 190,927 | - | 1,194,496 | - | - |
| Property and equipment, net | 22,280 | 21,643 | 398,240 | 48,499 | 33,523,899 | 311,797 | 62,907,507 | 244,026 | 197,861 |
| Other assets, net | - | - | - | - | - | 380,877 | 380,877 | - | - |
| **TOTAL ASSETS** | $ 1,413,400 | $ 1,636,291 | $ 3,162,575 | $ 890,584 | $ 54,543,984 | $ 1,082,298 | $130,989,268 | $ 1,551,892 | $ 1,887,151 |
| **CURRENT LIABILITIES:** | | | | | | | | | |
| Accounts payable | $ 21,454 | $ 16,063 | $ 39,605 | $ 14,443 | $ 550,620 | $ 1,844,408 | $ 5,429,352 | $ 36,643 | $ 122,378 |
| Accrued expenses | 187,227 | 155,075 | 287,996 | 117,311 | 2,381,163 | 1,822,739 | 7,956,553 | 73,190 | 148,665 |
| Line of credit | - | - | - | - | - | - | 2,200,000 | - | - |
| Debt, current | - | - | - | - | 487,130 | - | 740,371 | - | - |
| Intercompany payable | - | - | - | - | - | 37,354 | 37,354 | - | - |
| Total current liabilities | 208,681 | 171,138 | 327,601 | 131,754 | 3,418,913 | 3,704,501 | 16,363,630 | 109,833 | 271,043 |
| **LONG-TERM LIABILITIES:** | | | | | | | | | |
| Deferred rent | - | - | 866,451 | - | 1,039,564 | - | 1,288,243 | - | - |
| Debt, net | - | - | - | - | 15,587,197 | - | 23,107,537 | - | - |
| Total liabilities | 208,681 | 171,138 | 1,194,052 | 131,754 | 20,045,674 | 3,704,501 | 40,759,410 | 109,833 | 271,043 |
| **NET ASSETS:** | | | | | | | | | |
| Unrestricted | 931,993 | 1,193,465 | 1,745,123 | 758,830 | 31,792,568 | (3,120,623) | 78,533,763 | 786,536 | 680,560 |
| Temporarily restricted | 272,726 | 271,688 | 223,400 | - | 2,705,742 | 498,420 | 11,696,095 | 655,523 | 935,548 |
| Total net assets | 1,204,719 | 1,465,153 | 1,968,523 | 758,830 | 34,498,310 | (2,622,203) | 90,229,858 | 1,442,059 | 1,616,108 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,413,400 | $ 1,636,291 | $ 3,162,575 | $ 890,584 | $ 54,543,984 | $ 1,082,298 | $130,989,268 | $ 1,551,892 | $ 1,887,151 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF FINANCIAL POSITION
## JUNE 30, 2018



| | Aspire Coleman Elementary School | Aspire East Academy | Tennessee Regional Office | Total Aspire TN, LLC | Alder * | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|---|---|---|---|
| **CURRENT ASSETS:** | | | | | | | | |
| Cash and cash equivalents | $ 398,924 | $ 1,252,661 | $ 1,077,738 | $ 3,716,873 | $ - | $ - | $ - | $ 41,008,458 |
| Restricted cash and cash equivalents | - | - | - | - | - | 4,014,247 | - | 4,014,247 |
| Accounts receivable | 452,822 | 119,458 | 106,382 | 1,220,269 | - | - | - | 22,773,247 |
| Foundation grants receivable, current portion | 350,000 | 250,000 | 535,000 | 2,600,000 | - | - | - | 3,919,091 |
| Prepaid expenses and deposits | 3,744 | 2,001 | 47,898 | 56,642 | - | - | - | 1,628,013 |
| Intercompany receivable | - | - | 37,354 | 37,354 | - | - | (1,164,833) | - |
| Total current assets | 1,205,490 | 1,624,120 | 1,804,372 | 7,631,138 | - | 4,014,247 | (1,164,833) | 73,343,056 |
| **NON-CURRENT ASSETS:** | | | | | | | | |
| Restricted cash and cash equivalents | - | - | - | - | - | 6,855,797 | - | 10,338,704 |
| Investments | - | - | - | - | - | - | - | 136,619 |
| Foundation grants receivable, net | - | - | - | - | - | - | - | 24,358 |
| Deferred rent | - | - | - | - | - | 6,514 | (1,201,010) | - |
| Property and equipment, net | 325,178 | 5,442,893 | 115,400 | 6,325,358 | - | 100,780,507 | (1,032,128) | 168,981,244 |
| Other assets, net | - | - | - | - | - | - | - | 380,877 |
| **TOTAL ASSETS** | $ 1,530,668 | $ 7,067,013 | $ 1,919,772 | $ 13,956,496 | $ - | $111,657,065 | $ (3,397,971) | $253,204,858 |
| **CURRENT LIABILITIES:** | | | | | | | | |
| Accounts payable | $ 65,024 | $ 64,585 | $ 54,823 | $ 343,453 | $ - | $ - | $ - | $ 5,772,805 |
| Accrued expenses | 164,339 | 70,679 | 342,651 | 799,524 | - | 2,091,118 | - | 10,847,195 |
| Line of credit | - | - | - | - | - | - | - | 2,200,000 |
| Debt, current | - | 41,965 | - | 41,965 | - | 1,610,000 | - | 2,392,336 |
| Intercompany payable | - | - | 44,947 | 44,947 | - | 1,082,532 | (1,164,833) | - |
| Total current liabilities | 229,363 | 177,229 | 442,421 | 1,229,889 | - | 4,783,650 | (1,164,833) | 21,212,336 |
| **LONG-TERM LIABILITIES:** | | | | | | | | |
| Deferred rent | - | - | - | - | - | 779,219 | (1,201,010) | 866,452 |
| Debt, net | - | 4,436,996 | - | 4,436,996 | - | 108,695,706 | - | 136,240,239 |
| Total liabilities | 229,363 | 4,614,225 | 442,421 | 5,666,885 | - | 114,258,575 | (2,365,843) | 158,319,027 |
| **NET ASSETS:** | | | | | | | | |
| Unrestricted | 862,035 | 392,015 | 865,044 | 3,586,190 | - | (2,601,510) | (1,032,128) | 78,486,315 |
| Temporarily restricted | 439,270 | 2,060,773 | 612,307 | 4,703,421 | - | - | - | 16,399,516 |
| Total net assets | 1,301,305 | 2,452,788 | 1,477,351 | 8,289,611 | - | (2,601,510) | (1,032,128) | 94,885,831 |
| **TOTAL LIABILITIES AND NET ASSETS** | $ 1,530,668 | $ 7,067,013 | $ 1,919,772 | $ 13,956,496 | $ - | $111,657,065 | $ (3,397,971) | $253,204,858 |

* See Note 1 regarding deconsolidation of Alder Graduate School of Education.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2018



| UNRESTRICTED NET ASSETS | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Aspire Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 607 | $ - | $ 403,453 | $ 5,993 | $ - | $ 9,660 | $ 1,309 | $ 16,798 | $ 1,459 |
| Federal revenue | 899,346 | 504,523 | 884,087 | 375,716 | 636,527 | 357,774 | 382,237 | 604,907 | 377,716 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 2,464,359 | 3,245,058 | 6,105,724 | 1,981,269 | 3,077,504 | 3,515,373 | 2,141,593 | 3,755,497 | 1,270,973 |
| All other state revenue | 674,310 | 653,470 | 820,109 | 820,655 | 382,661 | 712,514 | 415,597 | 712,551 | 409,777 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 873,698 | 1,090,117 | 195,952 | 603,384 | 1,175,875 | 1,355,310 | 884,383 | 1,282,581 | 471,784 |
| Interest income | - | - | 12,949 | - | - | - | - | - | - |
| All other local revenue | 17,225 | 300,073 | 109,644 | 5,002 | 92,097 | 104,399 | 77,365 | 351,154 | 14,295 |
| Subtotal | 4,929,545 | 5,793,241 | 8,531,918 | 3,792,019 | 5,364,664 | 6,055,030 | 3,902,484 | 6,723,488 | 2,546,004 |
| Net assets released from restrictions | 685,896 | 1,486,253 | 5,829,022 | 408,183 | 1,365,804 | 376,116 | 355,055 | 1,655,983 | 554,917 |
| Total support and revenue | 5,615,441 | 7,279,494 | 14,360,940 | 4,200,202 | 6,730,468 | 6,431,146 | 4,257,539 | 8,379,471 | 3,100,921 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 5,064,848 | 6,420,062 | 9,250,397 | 4,038,738 | 5,954,229 | 5,511,438 | 3,863,640 | 7,174,211 | 3,019,207 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | - | - |
| Program development and expansion | - | - | - | - | - | - | - | - | - |
| Administration and general | - | - | - | - | - | - | - | - | - |
| Cost allocations | 518,988 | 676,320 | 924,520 | 302,969 | 670,610 | 637,488 | 397,066 | 768,946 | 187,675 |
| Total supporting services | 518,988 | 676,320 | 924,520 | 302,969 | 670,610 | 637,488 | 397,066 | 768,946 | 187,675 |
| Total expenses | 5,583,836 | 7,096,382 | 10,174,917 | 4,341,707 | 6,624,839 | 6,148,926 | 4,260,706 | 7,943,157 | 3,206,882 |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 5,583,836 | 7,096,382 | 10,174,917 | 4,341,707 | 6,624,839 | 6,148,926 | 4,260,706 | 7,943,157 | 3,206,882 |
| **TRANSFERS BETWEEN AFFILIATES** | - | (8,340) | (8,340) | - | - | - | - | (8,340) | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 31,605 | 174,772 | 4,177,683 | (141,505) | 105,629 | 282,220 | (3,167) | 427,974 | (105,961) |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | 19,800 | - | | 29,700 | 19,800 | - | - | - | 9,900 |
| Federal and state revenue | 710,458 | 1,330,733 | 1,685,985 | 426,809 | 1,192,422 | 378,252 | 367,042 | 1,355,101 | 391,889 |
| Interfund transfers | (60,479) | (75,644) | (107,015) | (41,107) | (82,550) | (77,135) | (50,015) | (87,328) | (32,928) |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Net assets released from restrictions | (685,896) | (1,486,253) | (5,829,022) | (408,183) | (1,365,804) | (376,116) | (355,055) | (1,655,983) | (554,917) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (16,117) | (231,164) | (4,250,052) | 7,219 | (236,132) | (74,999) | (38,028) | (388,210) | (186,056) |
| **INCREASE (DECREASE) IN NET ASSETS** | 15,488 | (56,392) | (72,369) | (134,286) | (130,503) | 207,221 | (41,195) | 39,764 | (292,017) |
| **NET ASSETS - Beginning of Year** | 2,195,843 | 2,438,198 | 7,586,263 | 2,136,182 | 2,870,917 | 795,027 | 800,743 | 4,643,198 | 4,276,089 |
| **NET ASSETS - End of Year** | $ 2,211,331 | $ 2,381,806 | $ 7,513,894 | $ 2,001,896 | $ 2,740,414 | $ 1,002,248 | $ 759,548 | $ 4,682,962 | $ 3,984,072 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2018



| UNRESTRICTED NET ASSETS | Aspire College Academy | Bay Area Regional Office | Total Bay Area Region | Aspire Vincent Shalvey Academy | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Benjamin Holt Middle School |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 1,000 | $ 85,150 | $ 525,429 | $ 39,220 | $ - | $ - | $ 1,355 | $ 2,670 | $ - |
| Federal revenue | 333,280 | - | 5,356,113 | 169,000 | 182,389 | 394,556 | 442,855 | 183,136 | 259,269 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,914,090 | - | 29,471,440 | 2,014,743 | 1,230,217 | 2,612,722 | 2,310,395 | 2,364,274 | 3,015,305 |
| All other state revenue | 491,198 | - | 6,092,842 | 358,653 | 298,383 | 650,195 | 718,772 | 571,727 | 693,537 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 578,486 | - | 8,511,570 | 693,326 | 402,419 | 385,363 | 709,909 | 694,335 | 856,419 |
| Interest income | - | - | 12,949 | 714 | 205 | 310 | 798 | 604 | 661 |
| All other local revenue | 4,909 | - | 1,076,163 | 111,947 | 27,869 | 99,023 | 60,031 | 82,357 | 123,791 |
| Subtotal | 3,322,963 | 85,150 | 51,046,506 | 3,387,603 | 2,141,482 | 4,142,169 | 4,244,115 | 3,899,103 | 4,948,982 |
| Net assets released from restrictions | 414,172 | - | 13,131,401 | 593,354 | 431,388 | 621,999 | 695,355 | 826,564 | 128,779 |
| Total support and revenue | 3,737,135 | 85,150 | 64,177,907 | 3,980,957 | 2,572,870 | 4,764,168 | 4,939,470 | 4,725,667 | 5,077,761 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,670,850 | - | 53,967,620 | 3,725,469 | 2,631,821 | 4,312,896 | 4,147,555 | 3,928,605 | 4,032,252 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | 1,320,097 | 1,320,097 | - | - | - | - | - | - |
| Program development and expansion | - | 473,090 | 473,090 | - | - | - | - | - | - |
| Administration and general | - | 163,657 | 163,657 | - | - | - | - | - | - |
| Cost allocations | 295,374 | (2,107,482) | 3,272,474 | 388,153 | 238,834 | 446,354 | 445,391 | 437,230 | 550,849 |
| Total supporting services | 295,374 | (150,638) | 5,229,318 | 388,153 | 238,834 | 446,354 | 445,391 | 437,230 | 550,849 |
| Total expenses | 3,966,224 | (150,638) | 59,196,938 | 4,113,622 | 2,870,655 | 4,759,250 | 4,592,946 | 4,365,835 | 4,583,101 |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 3,966,224 | (150,638) | 59,196,938 | 4,113,622 | 2,870,655 | 4,759,250 | 4,592,946 | 4,365,835 | 4,583,101 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | (25,020) | - | - | - | (8,340) | (228,340) | (220,000) |
| **Increase (Decrease) in Unrestricted Net Assets** | (229,089) | 235,788 | 4,955,949 | (132,665) | (297,785) | 4,918 | 338,184 | 131,492 | 274,660 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | 19,800 | 48,000 | 147,000 | - | - | - | - | - | - |
| Federal and state revenue | 430,449 | - | 8,269,140 | 462,872 | 251,185 | 655,963 | 786,921 | 666,135 | 181,386 |
| Interfund transfers | (39,918) | 137,428 | (516,691) | (61,586) | (37,372) | (62,944) | (62,424) | (61,172) | - |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Net assets released from restrictions | (414,172) | - | (13,131,401) | (593,354) | (431,388) | (621,999) | (695,355) | (826,564) | (128,779) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (3,841) | 185,428 | (5,231,952) | (192,068) | (217,575) | (28,980) | 29,142 | (221,601) | 52,607 |
| **INCREASE (DECREASE) IN NET ASSETS** | (232,930) | 421,216 | (276,003) | (324,733) | (515,360) | (24,062) | 367,326 | (90,109) | 327,267 |
| **NET ASSETS - Beginning of Year** | 2,171,779 | (494) | 29,913,745 | 2,426,147 | 1,426,519 | 1,755,224 | 1,079,212 | 2,304,245 | 193,209 |
| **NET ASSETS - End of Year** | $ 1,938,849 | $ 420,722 | $ 29,637,742 | $ 2,101,414 | $ 911,159 | $ 1,731,162 | $ 1,446,538 | $ 2,214,136 | $ 520,476 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2018



| UNRESTRICTED NET ASSETS | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep Academy | Aspire Alexander Twilight Secondary Academy | Aspire APEX Academy | Central Valley Regional Office |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 515 | $ 2,750 | $ 1,079 | $ 4,050 | $ - | $ - | $ - | $ 1,500 | $ - |
| Federal revenue | 838,904 | 282,971 | 460,626 | 265,908 | 462,532 | 530,191 | 420,550 | 235,267 | - |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,509,759 | 2,748,693 | 5,221,755 | 2,553,113 | 1,611,861 | 2,130,027 | 2,169,973 | 2,103,964 | - |
| All other state revenue | 385,526 | 248,084 | 1,190,703 | 660,931 | 143,587 | 732,530 | 703,913 | 501,480 | - |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 516,851 | 445,385 | 865,939 | 463,999 | 849,695 | 867,602 | 854,296 | 370,670 | - |
| Interest income | - | 919 | 1,553 | 784 | 240 | - | - | 684 | - |
| All other local revenue | 30,003 | 17,435 | 78,714 | 79,383 | 86,993 | 34,465 | 49,714 | 13,815 | 73,729 |
| Subtotal | 3,281,558 | 3,746,237 | 7,820,369 | 4,028,168 | 3,154,908 | 4,294,815 | 4,198,446 | 3,227,380 | 73,729 |
| Net assets released from restrictions | 566,752 | 606,890 | 1,455,081 | 880,862 | 629,175 | 807,155 | 1,035,927 | 530,547 | 70,359 |
| Total support and revenue | 3,848,310 | 4,353,127 | 9,275,450 | 4,909,030 | 3,784,083 | 5,101,970 | 5,234,373 | 3,757,927 | 144,088 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 3,557,187 | 4,056,297 | 7,660,262 | 4,254,505 | 3,582,795 | 4,723,686 | 4,887,244 | 3,531,453 | - |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | - | - | - | - | - | 1,548,062 |
| Program development and expansion | - | - | - | - | - | - | - | - | 559,224 |
| Administration and general | - | - | - | - | - | - | - | - | 219,859 |
| Cost allocations | 359,755 | 482,297 | 882,583 | 445,184 | 366,259 | 450,925 | 480,885 | 367,081 | (2,402,889) |
| Total supporting services | 359,755 | 482,297 | 882,583 | 445,184 | 366,259 | 450,925 | 480,885 | 367,081 | (75,744) |
| Total expenses | 3,916,942 | 4,538,594 | 8,542,845 | 4,699,689 | 3,949,054 | 5,174,611 | 5,368,129 | 3,898,534 | (75,744) |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 3,916,942 | 4,538,594 | 8,542,845 | 4,699,689 | 3,949,054 | 5,174,611 | 5,368,129 | 3,898,534 | (75,744) |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | (8,340) | (8,340) | - | (8,340) | (8,340) | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (68,632) | (185,467) | 724,265 | 201,001 | (164,971) | (80,981) | (142,096) | (140,607) | 219,832 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | - | - | - | - | - | - |
| Federal and state revenue | 586,248 | 571,717 | 1,281,430 | 907,095 | 319,413 | 836,126 | 985,045 | 551,240 | - |
| Interfund transfers | (45,644) | (59,050) | (110,878) | (59,743) | (51,951) | (63,493) | (64,882) | (48,015) | |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Net assets released from restrictions | (566,752) | (606,890) | (1,455,081) | (880,862) | (629,175) | (807,155) | (1,035,927) | (530,547) | (70,359) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (26,148) | (94,223) | (284,529) | (33,510) | (361,713) | (34,522) | (115,764) | (27,322) | (70,359) |
| **INCREASE (DECREASE) IN NET ASSETS** | (94,780) | (279,690) | 439,736 | 167,491 | (526,684) | (115,503) | (257,860) | (167,929) | 149,473 |
| **NET ASSETS - Beginning of Year** | 1,124,511 | 7,799,535 | 3,214,727 | 2,486,082 | 1,101,871 | 1,687,028 | 1,368,650 | 1,224,386 | 470,080 |
| **NET ASSETS - End of Year** | $ 1,029,731 | $ 7,519,845 | $ 3,654,463 | $ 2,653,573 | $ 575,187 | $ 1,571,525 | $ 1,110,790 | $ 1,056,457 | $ 619,553 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2018



| | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin College Prep Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy |
|---|---|---|---|---|---|---|---|---|---|
| **UNRESTRICTED NET ASSETS** | | | | | | | | | |
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ 53,139 | $ - | $ 12,990 | $ 192 | $ - | $ 10,244 | $ 2,023 | $ 430 | $ - |
| Federal revenue | 5,128,154 | 658,836 | 751,991 | 418,178 | 487,530 | 551,787 | 528,869 | 576,648 | 601,726 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 33,596,801 | 2,334,842 | 4,099,945 | 1,943,556 | 1,954,897 | 3,293,154 | 2,366,934 | 2,408,713 | 2,190,556 |
| All other state revenue | 7,858,021 | 293,475 | 389,033 | 547,520 | 536,642 | 901,153 | 289,320 | 292,921 | 289,205 |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | - | - |
| All other state revenue | - | - | - | - | - | - | - | - | - |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 8,976,208 | 967,425 | 1,449,173 | 803,871 | 802,390 | 1,252,083 | 984,479 | 997,922 | 907,952 |
| Interest income | 7,472 | - | - | - | - | - | - | - | - |
| All other local revenue | 969,269 | 46,467 | 97,053 | 23,666 | 8,181 | 32,893 | 6,683 | 22,716 | 8,238 |
| Subtotal | 56,589,064 | 4,301,045 | 6,800,185 | 3,736,983 | 3,789,640 | 6,041,314 | 4,178,308 | 4,299,350 | 3,997,677 |
| Net assets released from restrictions | 9,880,187 | 766,809 | 1,245,185 | 685,772 | 623,814 | 1,434,348 | 807,147 | 810,886 | 730,516 |
| Total support and revenue | 66,469,251 | 5,067,854 | 8,045,370 | 4,422,755 | 4,413,454 | 7,475,662 | 4,985,455 | 5,110,236 | 4,728,193 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 59,032,027 | 5,165,492 | 7,419,955 | 3,901,831 | 3,810,186 | 6,854,848 | 4,452,669 | 4,689,018 | 4,247,795 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | 1,548,062 | - | - | - | - | - | - | - | - |
| Program development and expansion | 559,224 | - | - | - | - | - | - | - | - |
| Administration and general | 219,859 | - | - | - | - | - | - | - | - |
| Cost allocations | 3,938,891 | 559,957 | 909,320 | 456,920 | 452,692 | 760,946 | 560,955 | 572,385 | 518,989 |
| Total supporting services | 6,266,036 | 559,957 | 909,320 | 456,920 | 452,692 | 760,946 | 560,955 | 572,385 | 518,989 |
| Total expenses | 65,298,063 | 5,725,449 | 8,329,275 | 4,358,751 | 4,262,878 | 7,615,794 | 5,013,624 | 5,261,403 | 4,766,784 |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 65,298,063 | 5,725,449 | 8,329,275 | 4,358,751 | 4,262,878 | 7,615,794 | 5,013,624 | 5,261,403 | 4,766,784 |
| **TRANSFERS BETWEEN AFFILIATES** | (490,040) | - | - | (8,340) | (8,340) | (8,340) | - | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 681,148 | (657,595) | (283,905) | 55,664 | 142,236 | (148,472) | (28,169) | (151,167) | (38,591) |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | - | - | - | - | - | - |
| Federal and state revenue | 9,042,776 | 923,261 | 1,444,778 | 720,383 | 654,003 | 1,316,687 | 836,878 | 841,027 | 896,287 |
| Interfund transfers | (789,154) | (59,161) | (88,925) | (49,017) | (48,848) | (77,215) | (60,308) | (61,673) | (55,131) |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Net assets released from restrictions | (9,880,187) | (766,809) | (1,245,185) | (685,772) | (623,814) | (1,434,348) | (807,147) | (810,886) | (730,516) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (1,626,565) | 97,291 | 110,668 | (14,406) | (18,659) | (194,876) | (30,577) | (31,532) | 110,640 |
| **INCREASE (DECREASE) IN NET ASSETS** | (945,417) | (560,304) | (173,237) | 41,258 | 123,577 | (343,348) | (58,746) | (182,699) | 72,049 |
| **NET ASSETS - Beginning of Year** | 29,661,426 | 9,622,218 | 9,674,030 | 1,957,467 | 1,588,903 | 1,529,236 | 2,172,326 | 2,268,574 | 1,369,781 |
| **NET ASSETS - End of Year** | $ 28,716,009 | $ 9,061,914 | $ 9,500,793 | $ 1,998,725 | $ 1,712,480 | $ 1,185,888 | $ 2,113,580 | $ 2,085,875 | $ 1,441,830 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2018



| UNRESTRICTED NET ASSETS | Aspire Inskeep Academy | Aspire Slauson Academy | Aspire Centennial College Prep Academy | LA Regional Office | Total LA Region | National Office | Total Aspire Public Schools | Aspire Hanley Middle School | Aspire Hanley Elementary School |
|---|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | | |
| Private grants and contributions | $ - | $ - | $ 10,000 | $ - | $ 35,879 | $ 1,989,437 | $ 2,603,884 | $ 1,064 | $ 24,084 |
| Federal revenue | 514,309 | 575,534 | 774,981 | - | 6,440,389 | 198,148 | 17,122,804 | 529,156 | 1,147,870 |
| California State revenue: | | | | | | | | | |
| State aid portion of general purpose funding | 1,988,576 | 1,990,694 | 3,689,599 | - | 28,261,466 | - | 91,329,707 | - | - |
| All other state revenue | 268,569 | 265,782 | 795,445 | - | 4,869,065 | - | 18,819,928 | - | - |
| Tennessee State revenue: | | | | | | | | | |
| Basic education program funding | - | - | - | - | - | - | - | 2,178,277 | 4,759,257 |
| All other state revenue | - | - | - | - | - | - | - | 99,059 | 132,217 |
| Local revenue: | | | | | | | | | |
| Cash in-lieu of property taxes | 821,984 | 821,397 | 1,319,549 | - | 11,128,225 | - | 28,616,003 | - | - |
| Interest income | - | - | - | - | - | 280,413 | 300,834 | - | - |
| All other local revenue | 14,374 | 1,561 | 26,939 | - | 288,771 | 835,412 | 3,169,615 | 20,981 | 31,121 |
| Subtotal | 3,607,812 | 3,654,968 | 6,616,513 | - | 51,023,795 | 3,303,410 | 161,962,775 | 2,828,537 | 6,094,549 |
| Net assets released from restrictions | 693,566 | 700,030 | 468,544 | 499,876 | 9,466,493 | 4,561,076 | 37,039,157 | 569,231 | 604,344 |
| Total support and revenue | 4,301,378 | 4,354,998 | 7,085,057 | 499,876 | 60,490,288 | 7,864,486 | 199,001,932 | 3,397,768 | 6,698,893 |
| **EXPENSES AND LOSSES** | | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | | |
| Educational programs | 4,146,462 | 3,858,317 | 6,499,897 | - | 55,046,470 | - | 168,046,117 | 2,662,633 | 5,747,622 |
| **SUPPORTING SERVICES:** | | | | | | | | | |
| Site support | - | - | - | 2,073,097 | 2,073,097 | 9,136,290 | 14,077,546 | - | - |
| Program development and expansion | - | - | - | 739,480 | 739,480 | 6,158,498 | 7,930,292 | - | - |
| Administration and general | - | - | - | 296,661 | 296,661 | 5,123,378 | 5,803,555 | - | - |
| Cost allocations | 473,846 | 478,132 | 731,258 | (2,988,646) | 3,486,754 | (10,698,119) | - | 290,462 | 695,217 |
| Total supporting services | 473,846 | 478,132 | 731,258 | 120,592 | 6,595,992 | 9,720,047 | 27,811,393 | 290,462 | 695,217 |
| Total expenses | 4,620,308 | 4,336,449 | 7,231,155 | 120,592 | 61,642,462 | 9,720,047 | 195,857,510 | 2,953,095 | 6,442,839 |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Total expenses and losses | 4,620,308 | 4,336,449 | 7,231,155 | 120,592 | 61,642,462 | 9,720,047 | 195,857,510 | 2,953,095 | 6,442,839 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | - | - | (25,020) | - | (540,080) | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | (318,930) | 18,549 | (146,098) | 379,284 | (1,177,194) | (1,855,561) | 2,604,342 | 444,673 | 256,054 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | | |
| Private grants and contributions | - | - | - | - | - | 2,000,000 | 2,147,000 | 615,000 | 850,000 |
| Federal and state revenue | 851,269 | 859,912 | 737,908 | - | 10,082,393 | - | 27,394,309 | - | - |
| Interfund transfers | (50,209) | (50,559) | (80,252) | 346,876 | (334,422) | 1,640,267 | - | - | - |
| Loss on deconsolidation | - | - | - | - | - | - | - | - | - |
| Net assets released from restrictions | (693,566) | (700,030) | (468,544) | (499,876) | (9,466,493) | (4,561,076) | (37,039,157) | (569,231) | (604,344) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | 107,494 | 109,323 | 189,112 | (153,000) | 281,478 | (920,809) | (7,497,848) | 45,769 | 245,656 |
| **INCREASE (DECREASE) IN NET ASSETS** | (211,436) | 127,872 | 43,014 | 226,284 | (895,716) | (2,776,370) | (4,893,506) | 490,442 | 501,710 |
| **NET ASSETS - Beginning of Year** | 1,416,155 | 1,337,281 | 1,925,509 | 532,546 | 35,394,026 | 154,167 | 95,123,364 | 951,617 | 1,114,398 |
| **NET ASSETS - End of Year** | $ 1,204,719 | $ 1,465,153 | $ 1,968,523 | $ 758,830 | $ 34,498,310 | $ (2,622,203) | $ 90,229,858 | $ 1,442,059 | $ 1,616,108 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING STATEMENT OF ACTIVITIES
## YEAR ENDED JUNE 30, 2018



| UNRESTRICTED NET ASSETS | Aspire Coleman Elementary School | Aspire East Academy | Tennessee Regional Office | Total Aspire TN, LLC | Alder * | CFC, Inc. | Eliminations | Total Consolidated |
|---|---|---|---|---|---|---|---|---|
| **SUPPORT AND REVENUE:** | | | | | | | | |
| Private grants and contributions | $ - | $ - | $ 60,050 | $ 85,198 | $ - | $ - | $ - | $ 2,689,082 |
| Federal revenue | 1,029,395 | 409,753 | 328,674 | 3,444,848 | - | - | - | 20,567,652 |
| California State revenue: | | | | | | | | |
| State aid portion of general purpose funding | - | - | - | - | - | - | - | 91,329,707 |
| All other state revenue | - | - | - | - | - | - | - | 18,819,928 |
| Tennessee State revenue: | | | | | | | | |
| Basic education program funding | 5,431,513 | 1,641,310 | - | 14,010,357 | - | - | - | 14,010,357 |
| All other state revenue | 130,863 | 20,010 | - | 382,149 | - | - | - | 382,149 |
| Local revenue: | | | | | | | | |
| Cash in-lieu of property taxes | - | - | - | - | - | - | - | 28,616,003 |
| Interest income | - | - | - | - | - | 96,563 | - | 397,397 |
| All other local revenue | 18,463 | 12,761 | 2,989 | 86,315 | - | 6,713,758 | (7,369,635) | 2,600,053 |
| Subtotal | 6,610,234 | 2,083,834 | 391,713 | 18,008,867 | - | 6,810,321 | (7,369,635) | 179,412,328 |
| Net assets released from restrictions | 597,297 | 495,229 | 488,404 | 2,754,505 | - | - | - | 39,793,662 |
| Total support and revenue | 7,207,531 | 2,579,063 | 880,117 | 20,763,372 | - | 6,810,321 | (7,369,635) | 219,205,990 |
| **EXPENSES AND LOSSES** | | | | | | | | |
| **PROGRAM EXPENSES:** | | | | | | | | |
| Educational programs | 6,083,911 | 2,584,805 | - | 17,078,971 | - | 8,026,674 | (7,369,635) | 185,782,127 |
| **SUPPORTING SERVICES:** | | | | | | | | |
| Site support | - | - | 1,696,470 | 1,696,470 | - | - | - | 15,774,016 |
| Program development and expansion | - | - | 561,173 | 561,173 | - | - | - | 8,491,465 |
| Administration and general | - | - | 623,575 | 623,575 | - | - | - | 6,427,130 |
| Cost allocations | 809,071 | 244,468 | (2,039,218) | - | - | - | - | - |
| Total supporting services | 809,071 | 244,468 | 842,000 | 2,881,218 | - | - | - | 30,692,611 |
| Total expenses | 6,892,982 | 2,829,273 | 842,000 | 19,960,189 | - | 8,026,674 | (7,369,635) | 216,474,738 |
| Loss on deconsolidation | - | - | - | - | 301,198 | - | - | 301,198 |
| Total expenses and losses | 6,892,982 | 2,829,273 | 842,000 | 19,960,189 | 301,198 | 8,026,674 | (7,369,635) | 216,775,936 |
| **TRANSFERS BETWEEN AFFILIATES** | - | - | - | - | - | 540,080 | - | - |
| **Increase (Decrease) in Unrestricted Net Assets** | 314,549 | (250,210) | 38,117 | 803,183 | (301,198) | (676,273) | - | 2,430,054 |
| **TEMPORARILY RESTRICTED NET ASSETS:** | | | | | | | | |
| Private grants and contributions | 350,000 | 250,000 | 535,000 | 2,600,000 | - | - | - | 4,747,000 |
| Federal and state revenue | - | - | - | - | - | - | - | 27,394,309 |
| Interfund transfers | - | - | - | - | - | - | - | - |
| Loss on deconsolidation | - | - | - | - | (2,595,975) | - | - | (2,595,975) |
| Net assets released from restrictions | (597,297) | (495,229) | (488,404) | (2,754,505) | - | - | - | (39,793,662) |
| **Increase (Decrease) in Temporarily Restricted Net Assets** | (247,297) | (245,229) | 46,596 | (154,505) | (2,595,975) | - | - | (10,248,328) |
| **INCREASE (DECREASE) IN NET ASSETS** | 67,252 | (495,439) | 84,713 | 648,678 | (2,897,173) | (676,273) | - | (7,818,274) |
| **NET ASSETS - Beginning of Year** | 1,234,053 | 2,948,227 | 1,392,638 | 7,640,933 | 2,897,173 | (1,925,237) | (1,032,128) | 102,704,105 |
| **NET ASSETS - End of Year** | $ 1,301,305 | $ 2,452,788 | $ 1,477,351 | $ 8,289,611 | $ - | $ (2,601,510) | $ (1,032,128) | $ 94,885,831 |

* See Note 1 regarding deconsolidation of Alder Graduate School of Education.

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2018



| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire Monarch Academy | Aspire Lionel Wilson College Prep Academy | Aspire East Palo Alto Charter School | Aspire Triumph Technology Academy | Aspire Berkley Maynard Academy | Richmond California College Prep Academy | Aspire Richmond Technology Academy | Aspire Golden State College Prep Academy | Aspire ERES Academy | Aspire College Academy | Total Bay Area Region | Aspire Vincent Shalvey Academy |
| Certificated salaries | $ 2,265,125 | $ 2,706,483 | $ 3,743,287 | $ 1,654,646 | $ 2,726,586 | $ 2,356,159 | $ 1,486,734 | $ 2,858,070 | $ 1,321,147 | $ 1,588,038 | $ 22,706,275 | $ 1,725,541 |
| Classified salaries | 642,742 | 807,989 | 1,231,123 | 599,599 | 1,001,255 | 768,533 | 594,073 | 1,148,768 | 564,429 | 500,123 | 7,858,634 | 371,949 |
| Employee benefits | 909,417 | 1,056,899 | 1,537,004 | 677,330 | 1,201,783 | 799,657 | 520,745 | 1,174,939 | 551,781 | 668,775 | 9,098,330 | 697,152 |
| Books and supplies | 405,353 | 500,184 | 689,583 | 283,469 | 488,074 | 328,026 | 348,100 | 440,859 | 287,121 | 305,528 | 4,076,297 | 303,120 |
| Services and other operating expenses | 728,645 | 1,284,648 | 1,779,899 | 688,028 | 498,042 | 1,178,301 | 763,234 | 1,345,020 | 272,410 | 538,522 | 9,076,749 | 463,576 |
| Depreciation and amortization | 113,566 | 63,859 | 269,501 | 135,666 | 38,489 | 80,762 | 150,754 | 206,555 | 22,319 | 69,864 | 1,151,335 | 164,131 |
| Total | $ 5,064,848 | $ 6,420,062 | $ 9,250,397 | $ 4,038,738 | $ 5,954,229 | $ 5,511,438 | $ 3,863,640 | $ 7,174,211 | $ 3,019,207 | $ 3,670,850 | $ 53,967,620 | $ 3,725,469 |

| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire University Charter School | Aspire Summit Charter Academy | Aspire River Oaks Charter School | Aspire Benjamin Holt College Prep Academy | Aspire Benjamin Holt Middle School | Aspire Capitol Heights Academy | Aspire Rosa Parks Academy | Aspire Langston Hughes Academy | Aspire Port City Academy | Aspire Vanguard College Prep Academy | Aspire Alexander Twilight College Prep | Alexander Twilight Secondary Academy |
| Certificated salaries | $ 1,195,719 | $ 1,795,083 | $ 1,855,915 | $ 1,374,393 | $ 1,658,172 | $ 1,379,651 | $ 1,738,371 | $ 2,882,664 | $ 1,778,454 | $ 1,588,451 | $ 1,842,896 | $ 1,890,476 |
| Classified salaries | 285,079 | 719,345 | 446,178 | 489,936 | 422,099 | 575,520 | 529,487 | 947,378 | 667,879 | 401,702 | 632,879 | 565,352 |
| Employee benefits | 522,598 | 786,115 | 739,866 | 670,094 | 714,463 | 665,314 | 720,701 | 1,352,075 | 804,647 | 658,191 | 865,628 | 856,003 |
| Books and supplies | 256,584 | 373,579 | 370,467 | 231,967 | 349,794 | 454,795 | 290,338 | 602,375 | 242,061 | 330,565 | 494,689 | 488,307 |
| Services and other operating expenses | 351,786 | 527,844 | 700,580 | 1,126,792 | 835,850 | 458,921 | 397,121 | 1,839,284 | 737,637 | 576,531 | 806,380 | 1,005,785 |
| Depreciation and amortization | 20,055 | 110,930 | 34,549 | 35,423 | 51,874 | 22,986 | 380,279 | 36,486 | 23,827 | 27,355 | 81,214 | 81,321 |
| Total | $ 2,631,821 | $ 4,312,896 | $ 4,147,555 | $ 3,928,605 | $ 4,032,252 | $ 3,557,187 | $ 4,056,297 | $ 7,660,262 | $ 4,254,505 | $ 3,582,795 | $ 4,723,686 | $ 4,887,244 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2018



| | Program Expenses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire APEX Academy | Total Central Valley Region | Aspire Antonio Maria Lugo Academy | Aspire Ollin College Prep Academy | Aspire Junior Collegiate Academy | Aspire Titan Academy | Aspire Pacific Academy | Aspire Firestone Academy | Aspire Gateway Academy | Aspire Tate Academy | Aspire Inskeep Academy | Aspire Slauson Academy |
| Certificated salaries | $ 1,475,368 | $24,181,154 | $ 1,926,771 | $ 2,723,029 | $ 1,418,675 | $ 1,415,707 | $ 2,351,556 | $ 1,787,664 | $ 2,027,685 | $ 1,563,233 | $ 1,583,518 | $ 1,459,755 |
| Classified salaries | 587,846 | 7,642,629 | 801,324 | 1,318,825 | 651,054 | 680,405 | 1,293,514 | 820,368 | 740,163 | 981,993 | 886,034 | 820,608 |
| Employee benefits | 658,115 | 10,710,962 | 806,255 | 1,265,190 | 558,101 | 555,957 | 1,126,841 | 853,990 | 867,120 | 758,849 | 748,019 | 701,000 |
| Books and supplies | 308,005 | 5,096,646 | 505,902 | 494,775 | 472,495 | 344,372 | 500,993 | 505,890 | 516,452 | 512,722 | 526,409 | 484,710 |
| Services and other operating expenses | 441,017 | 10,269,104 | 610,657 | 1,033,073 | 780,791 | 770,783 | 1,523,281 | 471,649 | 524,621 | 422,422 | 393,315 | 383,599 |
| Depreciation and amortization | 61,102 | 1,131,532 | 514,583 | 585,063 | 20,715 | 42,962 | 58,663 | 13,108 | 12,977 | 8,576 | 9,167 | 8,645 |
| Total | $ 3,531,453 | $59,032,027 | $ 5,165,492 | $ 7,419,955 | $ 3,901,831 | $ 3,810,186 | $ 6,854,848 | $ 4,452,669 | $ 4,689,018 | $ 4,247,795 | $ 4,146,462 | $ 3,858,317 |

| | Program Expenses | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire Centennial College Prep Academy | Total LA Region | Aspire Public Schools Program Expenses | Aspire Hanley School #1 | Aspire Hanley School #2 | Aspire Coleman Elementary School | Aspire East Academy | Aspire TN, LLC Program Expenses | CFC Inc. | Eliminations | Total Program Expenses |
| Certificated salaries | $ 2,609,441 | $ 20,867,034 | $ 67,754,463 | $ 1,075,299 | $ 2,425,652 | $ 2,761,097 | $ 921,203 | $ 7,183,251 | $ - | $ - | $ 74,937,714 |
| Classified salaries | 949,135 | 9,943,423 | 25,444,686 | 326,897 | 584,089 | 471,052 | 252,065 | 1,634,103 | - | - | 27,078,789 |
| Employee benefits | 947,869 | 9,189,191 | 28,998,483 | 437,963 | 936,119 | 1,077,019 | 358,461 | 2,809,562 | - | - | 31,808,045 |
| Books and supplies | 825,417 | 5,690,137 | 14,863,080 | 299,002 | 536,438 | 551,400 | 284,028 | 1,670,868 | - | - | 16,533,948 |
| Services and other operating expenses | 1,097,690 | 8,011,881 | 27,357,734 | 452,602 | 1,202,416 | 1,156,693 | 622,252 | 3,433,963 | 4,663,072 | (7,369,635) | 28,085,134 |
| Depreciation and amortization | 70,345 | 1,344,804 | 3,627,671 | 70,870 | 62,908 | 66,650 | 146,796 | 347,224 | 3,363,602 | - | 7,338,497 |
| Total | $ 6,499,897 | $ 55,046,470 | $168,046,117 | $ 2,662,633 | $ 5,747,622 | $ 6,083,911 | $ 2,584,805 | $ 17,078,971 | $ 8,026,674 | $ (7,369,635) | $185,782,127 |

# ASPIRE PUBLIC SCHOOLS

## CONSOLIDATING SCHEDULE OF FUNCTIONAL EXPENSES
## YEAR ENDED JUNE 30, 2018



| | Supporting Services | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Aspire Public Schools | | | | Aspire TN LLC | | | | | | |
| | Site support | Development and expansion | Administrative and general | Total Aspire Public Schools Supporting Expenses | Site support | Development and expansion | Administrative and general | Total Aspire TN LLC Supporting Expenses | CFC Inc | Eliminations | Total Supporting Services |
| Certificated salaries | $ 3,475,750 | $ 1,555,393 | $ 565,542 | $ 5,596,685 | $ 612,232 | $ 163,333 | $ 122,234 | $ 897,799 | $ - | $ - | $ 6,494,484 |
| Classified salaries | 5,000,272 | 3,542,919 | 1,732,682 | 10,275,873 | 460,249 | 127,485 | 77,795 | 665,529 | - | - | 10,941,402 |
| Employee benefits | 2,961,799 | 1,449,603 | 610,146 | 5,021,548 | 308,068 | 78,968 | 71,166 | 458,202 | - | - | 5,479,750 |
| Books and supplies | 662,309 | - | 662,309 | 1,324,618 | 45,307 | - | 45,307 | 90,614 | - | - | 1,415,232 |
| Services and other operating expenses | 1,925,648 | 1,322,525 | 2,181,108 | 5,429,281 | 260,257 | 181,030 | 296,402 | 737,689 | - | - | 6,166,970 |
| Depreciation and amortization | 51,768 | 59,852 | 51,768 | 163,388 | 10,357 | 10,357 | 10,671 | 31,385 | - | - | 194,773 |
| Total | $ 14,077,546 | $ 7,930,292 | $ 5,803,555 | $ 27,811,393 | $ 1,696,470 | $ 561,173 | $ 623,575 | $ 2,881,218 | $ - | $ - | $ 30,692,611 |

# ASPIRE PUBLIC SCHOOLS

## SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
## YEAR ENDED JUNE 30, 2018

| Federal Grantor/Pass-Through Grantor/ Program or Cluster Title | Federal CFDA Number | Pass-Through Entity Identifying Number | Passed Through to Subrecipients | Total Federal Expenditures |
|---|---|---|---|---|
| **U.S. Department of Education:** | | | | |
| Replication and Expansion of High-Quality Charter Schools | 84.282M | N/A | $ 707,011 | $ 950,356 |
| Teacher Incentive Fund | 84.374A | N/A | | 2,667,012 |
| Passed Through California Department of Education (CDE): | | | | |
| Title I, Part A, Basic Grant | 84.010 | 14329 | | 5,496,998 |
| Special Education: IDEA Basic Local Assistance, Part B | 84.027 | 13379 | | 2,038,121 |
| IASA Title II, Part A, Teacher Quality | 84.367 | 14341 | | 634,209 |
| IASA Title III, Limited English Proficiency | 84.365 | 14346 | | 400,605 |
| Total Dept of Education Passed Through CDE | | | | 8,569,933 |
| Passed Through California School Finance Authority: | | | | |
| State Charter Schools Facilities Incentive Grant | 84.282D | N/A | | 900,817 |
| **U.S. Department of Agriculture:** | | | | |
| Passed Through California Department of Education (CDE): | | | | |
| Child Nutrition Cluster: | | | | |
| Child Nutrition: National School Lunch Program | 10.555 | 13391 | | 3,724,126 |
| Child Nutrition: School Programs (School Breakfast Basic) | 10.553 | 13390 | | 782,568 |
| Total Child Nutrition Cluster | | | | 4,506,694 |
| Child & Adult Care Food Program | 10.558 | 13666 | | 598,819 |
| Fresh Fruit and Vegetable Program | 10.582 | 14968 | | 101,810 |
| Total Dept of Agriculture Passed Through CDE | | | | 5,207,323 |
| **U.S. Department of Health and Human Services:** | | | | |
| Passed Through California Department of Education (CDE): | | | | |
| Medical Assistance Program | 93.778 | 10013 | | 146,296 |
| **Total Expenditures of Federal Awards** | | | $ 707,011 | $ 18,441,737 |

The accompanying notes to the schedule of federal awards are an integral part of this statement.

# ASPIRE PUBLIC SCHOOLS

## NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
## YEAR ENDED JUNE 30, 2018

### 1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Aspire Public Schools, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

The expenditures of federal awards issued directly to Aspire Public Schools TN, LLC (TN LLC) in the amount of $2,738,685 are not included on the accompanying schedule of expenditures of federal awards. These expenditures are presented with TN LLC's separately issued financial statements which is required by the Tennessee Department of Education.

### 2. INDIRECT COST RATE

Aspire Public Schools did not elect to use the 10% de minimis indirect cost rate for federal programs.

### 3. PASS-THROUGH AWARDS

Aspire Public Schools passed-through $707,011 to Aspire Public Schools TN, LLC related to the Replication and Expansion of High-Quality Charter Schools – CFDA #84.282M.

# OTHER INDEPENDENT AUDITOR'S REPORTS

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# REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

## Independent Auditor's Report

**To the Board of Directors**
**Aspire Public Schools**
**Oakland, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Aspire Public Schools, a non-profit public benefit corporation, and affiliates (collectively, the Organization) which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statement of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 17, 2018.

### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



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**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.**
**Sacramento, California**

**December 17, 2018**

Gilbert Associates, Inc.
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# REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN ACCORDANCE WITH 2017-18 GUIDE FOR ANNUAL AUDITS OF K-12 LOCAL EDUCATION AGENCIES AND STATE COMPLIANCE REPORTING

## Independent Auditor's Report

**To the Board of Directors**
**Aspire Public Schools**
**Oakland, California**

### Report on State Compliance

We have audited Aspire Public Schools' (the Organization) compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the Organization's programs identified in the below schedule for the school year ended June 30, 2018.

***Management's Responsibility***

Compliance with the requirements referred to above is the responsibility of the Organization's management.

***Auditor's Responsibility***

Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel. Those standards and the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on the Organization's compliance with those requirements.



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In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

| Compliance Requirements | Procedures Performed |
|---|---|
| **SCHOOL DISTRICTS, COUNTY OFFICE OF EDUCATION, AND CHARTER SCHOOLS** | |
| Educator Effectiveness | Yes |
| California Clean Energy Jobs Act | Yes |
| After School Education and Safety Program | Yes |
| Proper Expenditure of Education Protection Account Funds | Yes |
| Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| Local Control and Accountability Plan | Yes |
| Independent Study-Course Based | Not Applicable |
| **CHARTER SCHOOLS** | |
| Attendance | Yes |
| Mode of Instruction | Yes |
| Non-classroom-Based Instruction/Independent Study for Charter Schools | Not Applicable |
| Determination of Funding for Non-classroom-Based Instruction | Not Applicable |
| Annual Instructional Minutes – Classroom Based | Yes |
| Charter School Facility Grant Program | Yes |

***Opinion on State Compliance***

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on the State programs for the school year ended June 30, 2018.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.**
**Sacramento, California**

**December 17, 2018**

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# REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

## Independent Auditor's Report

**To the Board of Directors**
**Aspire Public Schools**
**Oakland, California**

### Report on Compliance for Each Major Federal Program

We have audited Aspire Public Schools' (Organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2018. The Organization's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and questioned costs.

Aspire Public Schools' basic financial statements include the operations of Aspire Public Schools TN, LLC, which received $2,738,685 in federal awards which is not included in the schedule during the year ended June 30, 2018. Our audit described below did not include the operations of Aspire Public Schools TN, LLC because a separate audit was performed in accordance with Uniform Guidance as required by the Tennessee Department of Education.

#### *Management's Responsibility*

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of its federal awards applicable to its federal programs.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.



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We believe that our audit provides a reasonable basis for our opinion on compliance for each major program. However, our audit does not provide a legal determination of the Organization's compliance.

***Opinion on Major Federal Program***

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

**Report on Internal Control Over Compliance**

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.**
**Sacramento, California**

**December 17, 2018**

# FINDINGS AND QUESTIONED COSTS

# ASPIRE PUBLIC SCHOOLS

## FINDINGS AND QUESTIONED COSTS
## YEAR ENDED JUNE 30, 2018

---

### A. SUMMARY OF AUDIT RESULTS

**Financial Statements**

| | | |
|---|---|---|
| Type of auditor's report issued: | Unmodified | |
| Internal control over financial reporting: | | |
| • Material weakness identified? | _____ Yes | ✓ No |
| • Significant deficiencies identified that are not considered to be material weaknesses? | _____ Yes | ✓ None Reported |
| Noncompliance material to financial statements noted? | _____ Yes | ✓ No |

**Federal Awards**

| | | |
|---|---|---|
| Internal control over major programs: | | |
| • Material weaknesses identified? | _____ Yes | ✓ No |
| • Significant deficiencies identified that are not considered to be material weaknesses? | _____ Yes | ✓ None reported |
| Type of auditor's report issued: | Unmodified | |
| Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)? | _____ Yes | ✓ No |

Identification of major programs:

| Name of Federal Program or Cluster | CFDA Number |
|---|---|
| Child Nutrition Cluster | 10.553, 10.555 |
| Charter School Facilities Incentive Grant Program | 84.282D |
| Teacher Incentive Fund | 84.374A |

| | | |
|---|---|---|
| Dollar threshold used to distinguish between Type A and Type B programs: | $ 750,000 | |
| Auditee qualified as low-risk auditee? | ✓ Yes | _____ No |

# ASPIRE PUBLIC SCHOOLS

## FINDINGS AND QUESTIONED COSTS
## YEAR ENDED JUNE 30, 2018

---

**State Awards**

Internal control over state programs:

- Material weaknesses identified? _____Yes ___✓___No
- Significant deficiencies identified that are not considered to be material weaknesses? _____Yes ___✓___None reported

Type of auditor's report issued on compliance for state programs: Unmodifed

Any audit findings disclosed that are required to be reported in accordance with Audits of California K-12 Local Education Agencies? _____Yes ___✓___No

# ASPIRE PUBLIC SCHOOLS

## FINDINGS AND QUESTIONED COSTS
## YEAR ENDED JUNE 30, 2018

---

### FINANCIAL STATEMENT FINDINGS

There were no findings for the year ended June 30, 2018.

### STATE COMPLIANCE FINDINGS

There were no findings for the year ended June 30, 2018.

### FEDERAL COMPLIANCE FINDINGS

There were no findings for the year ended June 30, 2018.

# ASPIRE PUBLIC SCHOOLS

## STATUS OF PRIOR YEAR FINDINGS
## YEAR ENDED JUNE 30, 2018

**STATUS OF PRIOR YEAR FINDINGS:**

### FINANCIAL STATEMENT FINDINGS

There were no findings for the year ended June 30, 2017.

### STATE COMPLIANCE FINDINGS

| Finding & Recommendation | Current Status | Authority Explanation If Not Implemented |
|---|---|---|
| 2017-001. UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS – CDDC # 40000<br><br>**Finding:**<br><br>The Organization's "1.18 – FRPM / English Learner / Foster Youth – Student List" incorrectly reported students designated as English Learner (EL) at the following sites<br><br>Aspire East Palo Alto Charter School (Charter #125)<br>Aspire Richmond California College Preparatory Academy (Charter #1739)<br>Aspire Ollin University Preparatory Academy (Charter #693)<br><br>**Recommendation:**<br><br>We recommend the Organization implement procedures to verify the data automatically uploaded to CalPADS is accurate based on the Organization's data within their Student Information System portal. | Implemented. No such instances of noncompliance noted. | N/A |

### FEDERAL COMPLIANCE FINDINGS

There were no findings for the year ended June 30, 2017.

# II.4
# Fiscal Policies approved by the governing board

# Fiscal Control Policy and Procedures

Effective: February 7, 2019

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# Introduction

Aspire Public Schools ("Aspire"), a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. Aspire has developed this Fiscal Control Policies and Procedures document to provide the organization with a summary of its fiscal control policies and procedures.

Management may amend this guide as needed. The Board of Directors will review and approve the guide at least annually.

# Purpose

The policies and procedures within this guide are designed to safeguard Aspire's assets, implement management's internal finance and accounting policies, facilitate compliance with applicable laws and regulations, and produce timely and accurate financial information in the furtherance of its mission. Aspire's Board and employees shall follow the policies and procedures prescribed herein.

# Internal Control Policies

Internal control policies provide Aspire with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, Aspire Public Schools has additional responsibilities to ensure the public's confidence and the integrity of our schools' activities.

Aspire has a centralized finance and accounting department in the Home Office to ensure the integrity of finances, to create appropriate control mechanisms, and to provide a basis for sound financial decision-making. The finance and accounting department prescribes and oversees specific school-site finance and accounting related activities. The finance and accounting functions are overseen by the Chief Financial Officer. In addition, Aspire has an internal audit function, overseen by the Director of Operations, to monitor and review school site specific finance and operating activities to ensure a feedback loop on the effectiveness of controls in addition to the annual external audit performed by Gilbert Associates, Inc.

# I. Compliance with Laws

Aspire Public Schools will follow all the relevant laws and regulations that govern Charter Schools within California and Tennessee. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

The following are specific policies of Aspire:

## A. POLITICAL CONTRIBUTIONS

No funds or assets of Aspire may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Aspire for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Aspire also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Political contributions by an employee that are reimbursed through expense accounts or in other ways.

2. Purchase by the Organization of tickets for political fundraising events.

3. Contributions in kind, such as lending employees to political parties or using Aspires' assets in political campaigns.

## B. RECORD KEEPING

To provide an accurate and auditable record of all financial transactions, Aspires' books, records, and accounts are maintained in conformity with generally accepted accounting principles. Further, Aspire specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Aspire.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.

*Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.*

# II. Conflict of Interest Policy

## A. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Aspire Public Schools' ("Charter School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California and Tennessee public charter schools; and (ii) the Charter School's Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*), including the appendices attached thereto. In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall govern.

### 1. DESIGNATED EMPLOYEES

Members of the Board of Directors ("Board"), and employees of the Charter School who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees" listed in the Charter School's Conflict of Interest Code.

### 2. DISQUALIFICATION

No designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## 3. MANNER OF DISCLOSURE OF DISQUALIFYING INTEREST

*a) Non-Board Member Designated Employees*

*When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School General Counsel who shall record the employee's disqualification. If the Chief Executive Officer has a disqualifying interest, this determination and disclosure shall be made in writing to the Chair of the Board and the General Counsel.*

*b) Board Members*

*Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest only is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.*

*This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.*

## 4. PROCEDURES FOR ADDRESSING A OF DISQUALIFYING INTEREST

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A Board member with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the Charter School is prohibited from entering into the contract altogether, unless a "remote interest" exception under Section 1091 applies or a "non-interest" exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the Charter School is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a "non-interest" exception under Section 1091.5 applies.

In addition, if a conflict of interest exists that involves a "self-dealing transaction" under California Corporations Code Section 5233, after exercising due diligence, the Board shall determine whether the Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable without producing a conflict of interest, the Board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Charter School's best interest, is for the Charter School's own benefit, and is fair and reasonable to the Charter School. In conformity with the above determination, the Board shall make its decision as to whether to enter into the transaction or arrangement. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in Section 5233 regarding self-dealing transactions, and compliance with the Political Reform Act and Section 1090 as applicable, shall constitute compliance with this Policy.

## III. Whistleblower Protection Policy

In keeping with the policy of maintaining the highest standards of conduct and ethics, Aspire Public Schools will investigate any suspected fraudulent or dishonest use or misuse of Aspire Public Schools' resources or property by employees, Board members, consultants, or volunteers.

Aspire is committed to promoting compliance with the laws, rules, and regulations that govern its business operations and encouraging its employees to report unlawful conduct. Below are the procedures by which employees may report complaints or concerns about any fraudulent, illegal or unethical conduct within the organization.

Employees are often the first to become aware of unethical behavior or business improprieties, but may not express their concerns for fear of retaliation. Aspire will not

tolerate harassment, retaliation or reprisals of any kind against any employee who has, in good faith, protested or raised a complaint about some policy or practice of the organization or any of its employees.

## A. WE ENCOURAGE A SPEAK UP CULTURE

Choosing to speak up about workplace concerns helps builds a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

Follow Aspire's Commitment to our Code and the Law.

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with:

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

## B. RAISE GOOD FAITH QUESTIONS AND CONCERNS ABOUT CONDUCT THAT MAY VIOLATE OUR CODE

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our "Code" should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire's policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire's contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in Aspire Public Schools' Employee Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of the Employee Handbook address the confidentiality of Aspire's trade secrets and other proprietary information. (See Section 3.11. of the Employee Handbook) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is: (A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

## C. ASPIRE DOES NOT TOLERATE RETALIATION

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee's salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;
- Threatening an employee who has made a report;

- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire's policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

## D. HOW TO RAISE QUESTIONS AND CONCERNS

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to:

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency about conduct believed to violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

### E. WHAT ASPIRE WILL DO

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

### F. ADHERENCE TO THIS POLICY

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

## IV. Document Retention Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

### *A.* DOCUMENT RETENTION SCHEDULE

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

When records may be classified under more than one category, the longest retention period shall apply.

## Corporate Records

| | |
|---|---|
| Articles of Incorporation | Permanent |
| Corporate Bylaws | Permanent |
| School Charters | Permanent |
| IRS Form 1023 to File for Tax-Exempt and/or Charitable Status | Permanent |
| IRS Letter of Determination Granting Tax Exempt Status | Permanent |
| Board Policies/Resolutions | Permanent |
| Board and Committee Meeting Agendas, Minutes, Packets | Permanent |
| Sales Tax Exemption Documents | Permanent |
| Tax ID Number Designations | Permanent |
| Annual Corporate Filings | Permanent |
| Form 700 | 7 years |

## Financial Records

| | |
|---|---|
| Chart of Accounts | Permanent |
| Fiscal Policies & Procedures | Permanent |
| Audit Reports & Financial Statements | Permanent |
| General Ledgers | Permanent |
| Check Registers/Books | 7 years |
| Business Expenses Documents | 7 years |
| Bank Deposit Slips | 7 years |
| Cancelled Checks | 7 years |
| Invoices | 7 years |
| Investment Records (deposit, earning, withdrawals) | 7 years |
| Property & Asset Inventories | 7 years |
| Petty Cash & Credit Card Receipts /Documents | 7 years |
| Bank Statements | 7 years |
| Purchase Orders | 7 years |
| Accounts Payable & Accounts Receivables Ledgers/Schedules | 7 years |
| Debt Schedules | 7 years |
| Annual Budgets | 2 years |
| Interim Financial Reports | 2 years |

## Tax Records

| | |
|---|---|
| State Application for Tax Exempt Status (Form 3500) | Permanent |
| State Determination Letter Granting Tax Exempt Status | Permanent |
| IRS Annual Tax Filing Form 990 | Permanent |
| FTB Annual Form 199 | Permanent |
| Payroll Registers | Permanent |
| IRS Form 1099 Filings | 7 years |

| | |
|---|---|
| Property Tax BOE- 268-A | 7 years |
| Payroll Tax Returns and Withholding Returns | 7 years |
| Earnings Records | 7 years |
| W-2 & W-4 Statements | 7 years |

## Personnel Records

| | |
|---|---|
| Employee Offer Letters | Permanent |
| Confirmation of Employment Letters | Permanent |
| Benefits Descriptions Per Employee | Permanent |
| Pension Records | Permanent |
| Employment Contracts | 7 years after termination |
| Promotions, Demotions, Letter of Reprimand, Letter of Termination, Referrals, Disciplinary Notices, Performance Evaluations | 7 years after termination |
| Job Descriptions & Performance Goals | 7 years after termination |
| I-9 Forms | 5 years after termination |
| Workers' Compensation Records | 5 years after date of injury and 2 years after claim has been closed |
| Employee Salary Information (pay rates, market factors, job classifications) | 3 years |
| Employee Wages | 3 years |
| Employee Handbook & Policies | Current + 3 years |
| Time Reports | 3 years after termination |
| Employee Application & Resumes | 3 years after termination |

## Insurance Records

| | |
|---|---|
| Insurance Policies | Permanent |
| Certificates of Insurance | Permanent |
| Insurance Claims Applications & Related Correspondence | Permanent |
| Insurance Disbursements/ Denials | Permanent |
| Employee Benefit Plans | Permanent/ Until Superseded |

## Contracts

| | |
|---|---|
| All Insurance Contracts | Permanent |
| Construction Contracts & Permits | Permanent |
| Loan/Mortgage & Real Estate Documents | Permanent |
| Leases/Deeds | Permanent |
| Legal Memoranda and Opinions | Permanent |
| Legal Correspondence | Permanent |

## Legal Files and Papers

| | |
|---|---|
| Court Orders | Permanent |
| Any Other Contracts (including vendor contracts) | 7 years |
| Warranties | 7 years |
| Litigation Files | 1 year after expiration of appeals or time for filing appeals |

## Donations / Fundraising Records

| | |
|---|---|
| Grant Dispersal Contract | Permanent |
| Donor Lists | 7 years |
| Grant Applications | 7 years |
| Donor Acknowledgments | 7 years |

## Management & School Site Plans and Compliance

| | |
|---|---|
| P-1, P-2 & P-Annual State Report (Form J-18/19) | Permanent |
| LCAPs | Permanent |
| LEA Plans, ConApps, Title I Plans, Technology Plans & any other schools' funding sources | Permanent |
| Student and Family Handbook | Permanent |
| Staffing, programs, marketing, finance, fundraising and evaluation plans | 7 years |
| Strategic Plan | 7 years |
| Disaster Recovery Plan | 7 years |
| SARCs | 3 years |
| School Instructional Calendars & School Bell Schedules | Keep for the duration of current school Charter |

## Pupil Records

| Mandatory Permanent:<br>Individual Student Record *(original or copy)* which shall consist of the following: | Permanent* |
|---|---|
| a) Legal name of pupil<br>b) Date of birth<br>c) Method of verification of birth<br>d) Sex of pupil<br>e) Place of birth<br>f) Name and address of parent of minor pupil<br>g) Address of minor pupil if different than above.<br>h) An annual verification of the name and address of the parent and the residence of the pupil.<br>i) Entering and leaving date of each school year and for any summer session or other extra session.<br>j) Subjects taken during each year, half-year, summer session, or quarter.<br>k) If grades or credit are given, the grade or number of credits toward graduation allows for work taken.<br>l) Verification of or exemption from required immunizations.<br>m) Date of high school graduation or equivalent. | |
| Interim Permanent: *(original or copy)* which shall consist of the following: | 3 years after student leaves the school |
| a) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record;<br>b) Health information;<br>c) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge;<br>d) Language training records;<br>e) Progress slips and/or notices;<br>f) Parental restrictions regarding access to educational records or related stipulations;<br>g) Parent rejoinders to challenged records and to disciplinary action;<br>h) Parental authorizations or prohibitions of pupil participation in specific programs; and<br>i) Results of standardized tests administered within the preceding three years.<br>j) Photo Release Forms<br>k) Field Trip Permission Slips | |

| | |
|---|---|
| Individual Student Injury Record for which a claim was filed. | 1 year after the claim has been settled or after the statute of limitations has run. |

*Option to microfilm and destroy original.

## B. EMAIL RETENTION

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail message, the message should be printed in hard copy and kept in the appropriate file or moved to an "archive" computer file folder. Backup and recovery methods will be tested on a regular basis.

## C. DOCUMENT PROTECTION

To ensure that documents (hardcopy, online or other media) are available when needed, documents will be stored primarily on site but if needed, off-site storage will be used.

## *D.* DOCUMENT DESTRUCTION

At the end of each school year, hardcopy documents that are eligible for destruction shall be removed from the current-year filing systems and boxed with their potential destruction date and type of records clearly marked on the outside of the storage box.

When the destruction date is reached, hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

### *E.* PROVISION OF DOCUMENTATION FOR INVESTIGATIONS OR LITIGATION

Documents requested and subpoenaed by legally authorized personnel will be provided within the time period legally provided, and in accordance with any applicable Charter School policies. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

## V. Authorized Approvers and Authorization Limits

### A. DEFINITION OF OBLIGATIONS

Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

### B. REVIEW AND DUE CARE

All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

### C. AUTHORIZED APPROVERS AND APPROVAL LIMITS (SEE CHART)

The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

| Teammate Group | Threshold |
|---|---|
| Home Office Staff | No Approval |
| Managers and Directors without budget oversight | ≤ $300 |
| Special Education Program Specialists | ≤ $1,000 |
| Directors with budget oversight | ≤ $3,000 |
| Vice Presidents* and Senior Directors | ≤ $10,000 |
| Chief Officers | ≤ $50,000 |
| CEO and CFO | ≤ $250,000 |

| | |
|---|---|
| Board of Directors | > $250,000 |

* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

| Teammate Group | Threshold |
|---|---|
| Teachers and Other School Site Teammates who are not Supervisors | No Approval |
| Business Managers, Office Managers and Supervisors | ≤ $300 |
| Principals | ≤ $3,000 |
| Associate Area Superintendents | ≤ $10,000 |
| Area Superintendents | ≤ $50,000 |
| CEO and CFO | ≤ $250,000 |
| Board of Directors | > $250,000 |

Any purchase or authorization of service greater than $250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for $2,000,000, individual contracts above $250,000 related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of $120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

## D. APPROVAL PROCESS

Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval.

## E. REVIEW OF POLICY

The Board of Directors is to review this policy and the appropriate limits at least annually.

# VI. Segregation of Duties

Segregation of duties is critical because it ensures separation of different functions and defines authority and responsibility over transactions. Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions.

The fundamental premise of segregated duties is that an individual should not be in a position to initiate, approve, and review the same action. Also, the accounting/reconciling function, and the asset custody function should be separated among employees.

The Chief Financial Officer and Controller must consider the principle of segregation of duties when designing and defining job duties within the finance and accounting department and in overseeing school site specific accounting functions involving the cash receipts and payments. Processes and control procedures should be implemented, to the extent feasible, that segregate duties among employees, including the oversight of activities and transactions.

# VII. Cell Phone Policy

## A. PURPOSE

Aspire Public Schools issues or pays for individual cellular phones for employees who are required to be in close contact with the school or office at all times. While cell phones are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use and for their own and others safety.

## B. POLICY

All employees are required to be professional and conscientious at all times when using Aspire issued or personal cell phones during work hours. Senior Leadership Team members, Principals, Directors and employees requiring a cell phone due to the nature of their role, are eligible for Aspire issued cell phones. Requests should be driven in the hiring process and approved by the employee's manager or supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org. Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones (like the iphone 5s) with no cost to either the organization or employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. Once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

## C. USAGE

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use.

Personal cell phone use is not permitted while you are working. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working on the job.

If you are not issued an Aspire cell phone you are discouraged from using your own personal cell phone for ***"business use"***. Every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Any messages left on your voice mail box are accessible through email.

Each cellular phone line issued under the Aspire Public Schools corporate account with Verizon include 400 minutes and unlimited data/texting. All cell phone minutes are pooled together and Aspire is never charged overages fees unless we reach the maximum minutes for all lines combined (ie. If we have 200 cell lines, we have 80,000 minutes for month). If it is anticipated the employee will use over 1,000 minutes a month, we may consider putting them on a separate plan that allows for more usage. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your cell phone line.

## D. LOST, DAMAGED OR STOLEN CELLULAR PHONES

Our corporate contract with Verizon **does not** include cellular phone insurance so employees should make every effort to protect and look after their Aspire issued cellular phones. In the event your phone is lost, damaged or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

## E. LEAVING ASPIRE?

Phones that are issued for free by Aspire or paid by Aspire, must be returned to the Regional Technology Support Manager where they can be re-issued to another staff member or e-wasted if deemed necessary. All cellular phones paid for by an employee are allowed to be kept by the employee if they are terminated. Cellular phone lines related to terminated employees will be shut off immediately following the last day of employment with Aspire.

## F. DRIVING

Aspire Public Schools has a zero tolerance policy regarding using a cell phone while driving with the following exceptions: For the safety of our employees and others it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone or you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a vehicle to conduct work related business is prohibited. Absolutely no texting while driving is allowed. Violation of this policy will result in disciplinary action up to and including termination.

## G. PERSONAL TELEPHONE CALLS AND TEXTING

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

As mentioned earlier in this policy, you are discouraged from using your own personal cell phone for business use.

# VIII. Donation & Gifts Policy

## A. PURPOSE

The purpose of the Donation & Gift Policy is to delineate policies and guidelines governing the acceptance of gifts by Aspire Public Schools and to provide guidance to prospective donors if making gifts to the organization.

## B. PROHIBITED PRACTICES

Aspire Public Schools solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Aspire Public Schools will not engage in any of the following gift receiving practices:

1. Accepting gifts that violate federal or municipal laws
2. Accepting gifts that would result in Aspire Public Schools losing its status as an IRS 501(c)(3) not-for-profit organization
3. Accepting gifts that require Aspire Public Schools to provide special consideration or treatment to any client, donor, entity, etc.
4. Accepting gifts that require Aspire Public Schools to deviate from its normal hiring, promotion or contracting procedures
5. Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like
6. Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Aspire Public Schools or which may limit our ability to provide our services.

# IX. Fundraising

## A. PURPOSE

The purpose of this document is to establish standard guidelines and procedures governing the initiation, authorization, and review of fundraising activities at Aspire Public Schools. These guidelines are intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state

and federal laws. Aspire Public Schools encourages community and business partnerships that enhance and supplement the public education system. Fundraising provides a means of obtaining valued resources or services for the benefit of the school communities, particularly the students.

(* For guidelines and procedures related to seeking funding through grants, community or regional foundations, or corporate foundations, please contact Bess Kennedy, VP of Advancement)

## B. SCOPE

These guidelines apply to all Aspire Public Schools administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events.

## C. GENERAL STATEMENTS

1. Aspire recognizes a desire and a need for fundraising.
2. Aspire recognizes a need to limit the number of fundraising activities (when applicable) so that the activities do not become too demanding on employees, students and the general public.
3. Aspire has the responsibility to monitor, supervise and control all fundraising activities associated with official school programs and activities.
4. All fundraising activities must have prior approval by either the Superintendent, Associate Superintendents or Principal (depending on the size and scope of the event).
5. Fundraising activity anticipated to raise over $25,000 must have prior approval by the VP of Advancement.
6. Fundraising is permitted within Aspire schools to raise additional funds to supplement school-sponsored academic and co-curricular programs.
7. School Sponsored Activity: An event that is sponsored by the schools (e.g. Spring picnic, fair, sporting event, etc.). School sponsored clubs and activities meet the following criteria:
    - Activities are conducted on school premises under the supervision and guidance of an Aspire staff member
    - Activities adhere to school/student conduct rules and applicable

State/Federal laws
- Participants are limited to enrolled students, approved parent volunteers, and Aspire staff only
- All Participants must have signed "adult voluntary waiver" form on file.

8. Non-School Sponsored activity: An event that is not sponsored by the school are those that don't meet the criteria above. Those activities may include the following: private paid tutoring on school premises between Aspire teacher and Aspire student, Aspire staff personal gym use, etc.

## D. TYPE OF FUNDRAISING

1. Student Organization Solicitations
    a. Student Organizations include:
        i. Student activities under the direction and regulation of the individual Aspire schools, including athletics, speech, drama and music contests student council and yearbook.
        ii. Student activities which include the sale of admission tickets to the general public and/or which are integrated into the curriculum (e.g., performances, theater productions).
2. All School Fundraisers – These are activities where all students, families and staff have the opportunity to participate and contribute to the activity. These are typically done for very specific school related items such as grade level fundraisers. They may also be an ongoing and rotating fundraiser for the whole school.
3. Charitable Giving Campaigns
    a. Campaign is being conducted for the purpose of providing money for a charitable cause not necessarily directly related to any charter goal. Students sell a product, their own effort (e.g. walk-a-thon), a service (e.g. car wash), or contribute money.
    b. Outside Organization Fundraisers
        i. Outside organizations are non-school-funded groups such as sports' booster groups and commercial enterprises that provide supplementary services to existing school entities.

## E. GENERAL FUNDRAISING STANDARDS

1. Aspire Public Schools reserves the right to prohibit, restrict or limit any fundraising activities associated with Aspire Public Schools.
2. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.
3. Participation in fundraising shall not affect a student's grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student's fundraising effort affect his/her participation time or standing on any team, club or group.
4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved by the principal prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other Aspire employee or volunteer.
5. Schools may not impose a sales quota (or the like) as part of fundraising efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.
6. Approval may be denied for fundraising activities that would expose Aspire Public Schools to risk of financial loss or liability if the activity is not successful.
7. Fundraising activities shall be age appropriate.
8. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the office to be included with the deposit detail.
9. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
10. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. These guidelines do not require the release of students' personally identifiable information protected by FERPA.

## F. BEST PRACTICES

- Use numbered tickets or receipts to track all sales
- Document any differences between numbers of tickets sold and ticket beginning and ending numbers (i.e. damaged, lost…etc.)
- At least one signee should be the Office Manager, After School Director or another lead administrator participating in the sale
- Inventory count should take place at least quarterly (monthly is recommended); always perform a beginning and end of year count
- For classroom fundraisers, teachers shall give office managers cash collected for fundraisers the same day of collection (no cash from fundraisers should be left on hand and/or unlocked
- It is suggested that for documentation purposes teachers document cash/checks collected from students (a classroom fundraiser log has been created; please ask home office accounting for tracking sheet)

## G. CASH/ FUNDS COLLECTION AND MANAGEMENT

When handling money, a group undertaking fundraising must ensure that:

- All Aspire Fiscal Control Policies are followed, especially those related specifically to the Site Checking accounts.
- The Office Manager is aware of any proposed Fundraising Activity and arrangements made regarding the secure storage of money well in advance of the activity/event.
- During a fundraiser, cash and checks must be counted on a daily basis.
- Bag fundraiser money in a secure, locked location each day after any sale.
- At least two adults (one of whom is a school official) are present at all times in a secure environment when cash and checks are tallied at the conclusion of the School Fundraising Activity.
- There is appropriate record keeping of revenue and expenditures, including all proof of expense incurred with the Fundraising Activity, e.g. a spread sheet.
    - The Office Manager shall keep an ongoing fundraiser log, to be reviewed monthly by the principal.
- Payments for goods and services related to an event should only be made from the School's checking account or a check request via Coupa, not directly from the event's cash receipts.

### H. DEPOSITS

- All cash and checks received should be deposited at the site's local Wells Fargo branch on a weekly basis. For each deposit, the Office Manager (or representative) must submit the following:
  - Deposit Summary – summary of checks and cash and the reason for the deposit (e.g. fundraising)
  - Copy of deposit receipt from bank
- All deposit documentation must be scanned and uploaded to the school site ledger site with the entry and then stored away in filing cabinets in an orderly manner.

## X. Boosters & Parent Organizations

### A. DEFINITIONS

1. **Parent Teacher Association (PTA):** A formal membership of parents, teachers, and staff devoted to furthering the interests and education of students. PTA's are a part of a National membership where school based groups that choose to belong to the PTA must pay dues to the state and national organizations and abide by state and national group rules. In return, they get memb7er benefits, and they get a voice in the operations of the larger organization. The California State PTA publishes governance, fundraising, and financial guidance for members on its website: www.capta.org
2. **Parent Teacher Organization (PTO):** Like a PTA, a PTO is a formal organization of parents, teachers, and staff devoted to the interests of students but a PTO is formed independently and typically is based out of a single-school or district-level group. It will operate under its own bylaws and generally is concerned with the interests of a single school or district.
3. **Booster Club (Booster):** A Booster Club is a formal organization that supports a sports team, club, or association at a school. They are typically formed at a single-school and most commonly at high schools or secondary schools.

## B. SCOPE

These guidelines exist and apply to all Aspire Public Schools administrators, licensed educators, staff members, students, affiliated organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for Aspire Public Schools and school-sponsored events.

## C. GENERAL STATEMENTS

Boosters and parent organizations (PTA's and PTO's) support Aspire schools and could be an important means of connecting parents and other community members with the curricular and co-curricular activities of students. However, these organizations can also be a liability to Aspire if they do not have the right policies and systems in place to govern the stand-alone organization.

Booster and parent organizations are separate from Aspire and are not governed by the Education Code. However, booster and parent organizations do not have free access to schools and their students. Aspire has, and must maintain, exclusive control and management of its public school system. **Education Code Section 51520 and 51521** require that any solicitation by a school-connected organization and/or activity be one that is authorized by law and permitted by Board policy.

In addition, Education Code Section 51520 prohibits the solicitation of pupils by outside organizations on school property during school hours. Solicitation is defined as "to subscribe or contribute to the funds of, to become members of, or to work for any organization not directly under the control of the school Authorities." A clear separation of responsibilities between the ASB and the various booster and parent organizations should be maintained.

Booster and parent organizations should serve as auxiliaries to Aspire school programs and should conduct activities and fundraising events that primarily involve participation of parents and other adult community members.

Funds raised by booster/parent organizations of Aspire should be used to support school specific programs, however, **no student** will be required to raise funds in order to participate in a program or event. Funds raised should be donated to Aspire schools for specific purposes, like to purchase equipment or materials or send students on a field trip.

Booster/parent funds will not be co-mingled with the student body funds. Aspire's tax exempt status and identification numbers **are not** for booster/parent organization

use. Booster/parent organizations are responsible for their own tax status and accounting. All booster/parent organization tax I.D. numbers must be on file with Aspire Public Schools National Office.

## D. TAX EXEMPT STATUS

Booster and parent organizations **are not** legal components of Aspire Public Schools. Each organization must have its own:

1. Tax identification number (IRS)
2. Bank account
3. Compliance process for IRS and State reporting and disclosure requirements

Organizations who provide receipts to donors as a "charitable tax deductible donation" **must** be officially approved by the IRS as a 501(c)(3) tax-exempt organization. It is important for the organization to be both knowledgeable and compliant with all state and federal laws

## E. RETENTION OF RECORDS BY BOOSTER/PARENT ORGANIZATION

Since these voluntary organizations often suffer from constant turnover of officers and members, it is important the activities of the organization be clearly documented and a procedure for training documents be established. Among the documents that should be retained by the organizations are:

1. Cash Receipts
2. Cash Disbursements and general ledger
3. Bank records
4. Income tax returns
5. Minutes of meetings as defined by organization by-laws

## F. GENERAL DO'S AND DON'TS OF BOOSTER/PARENT ORGANIZATIONS

1. What to do:
    - Obtain IRS tax ID and tax-exempt Status
    - Open bank account separate from Aspire and maintain records as requested
    - Create logo and name separate from Aspire schools to maintain unique identity
    - Raise funds through parent membership and special projects which may include student participation
    - Maintain relationship with specific Aspire school leadership for input of needs
    - Donate purchases to Aspire schools within guidelines
    - Donate funds to Aspire student body accounts for specific student teams/groups

- All capital expenditures over $5,000 must be reported to Aspire's Accounting team

2. What not to do:
   - Conduct fundraising activity requiring students to participate
   - Co-mingle booster and parent organization funds with ASB funds or Aspire school funds
   - Represent booster or parent organization activities as those of any specific Aspire Public School

## G. ALTERNATIVES FOR PARENT PARTICIPATION (IN LIEU OF BOOSTER/PTO)

The process of creating an IRS tax ID and maintaining tax-exempt status can be a burdensome and time-consuming process. Aspire highly encourages and recommends parent participation to support growth of schools and student outcomes.

In lieu of the onerous process of creating an official Booster or Parent Organization legally separated from the school, Aspire allows for parent participation through close involvement with the school program.

1. Participation may consist of (but is not limited to):
   - Weekly/monthly meetings with school staff
   - Organizing and planning fundraising events to support school programs/field trips
   - Involvement and planning for how fundraising proceeds are utilized at school

2. In creating an establishing parent group within the school, parents will avoid:
   - Process for creating IRS Tax ID
   - Annual tax filings for the Booster or Parent Organization
   - Establishing a separate bank account and managing the funds for this account
   - Creating organization by-laws and Board of Directors

# XI. Security of Financial Data

Financial Data includes all information stored within Aspire's MIP system, payroll information in Ultimate Software, and Invoice and Expense information in Coupa. Aspire Public Schools manages access to data based on an individual's role and job function.

- Users are granted access to only the systems that they need to use for their work.
- Within each system, role-based access is implemented using a combination of security groups and direct system administrator oversight.
- Aspire Public Schools has deployed email encryption functionality, and trains employees to use email encryption whenever sensitive data is transmitted.
- Multi-factor authentication is standard for all users attempting to access data from outside Aspire's network.
- Aspire Public Schools hosts the MIP system on-premise, behind our firewall. Access is limited to only the relevant users on our Finance team, and technical administrators. A locally installed application is required for users to access the system.

# XII. Password Policy

## A. OVERVIEW

Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in a compromise of Aspire Public School's entire network. As such, all Aspire Public School's employees (including contractors and vendors) with access to Aspire's systems are responsible for taking the appropriate steps, as outlined below, to select and secure their password.

## B. PURPOSE

The purpose of this policy is to establish a standard for the creation of strong passwords, the protection of those passwords, and the frequency of change.

## C. SCOPE

The scope of this policy includes all Aspire Public School's personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Aspire Public School's facility, or has access to the Aspire network.

## D. POLICY

### 1. General

- All systems-level passwords (e.g., root, network administrator, application administration accounts, etc.) must be changed at least every 6 months.
- All user-level passwords (e.g., email, web, desktop computer, etc.) must be changed at least every 12 months and cannot be reused from the past 10 passwords.
- All User accounts with access to Aspire's single sign-on portal **must** have two-factor authentication set up. Without ("2FA"), users trying to access Aspire applications outside the Aspire network will be inaccessible.
- Passwords must not be inserted into email messages or other forms of electronic communication unless it is sent in encrypted format.
- All user-level and system-level passwords must conform to the guidelines described below.

### 2. Password Guidelines / Requirements

- Must be a minimum length of fourteen **(14)** characters on all systems.
- Must contain the following conditions: Special Character (#@$!^&*)
- Must not be older than 12 months and cannot have any part of name or username
- Cannot be the same as the User ID.
- Cannot be identical to the previous ten (10) passwords.
- Shall expire within a maximum of 12 months.

### 3. Password Protection Standards

- Passwords must not be shared with anyone (including coworkers and supervisors), and must not be revealed or sent electronically in unencrypted format.
- Passwords shall not be written down or physically stored anywhere in the office.
- Passwords shall not be stored in a file on ANY computer system in unencrypted format.
- Should not be a dictionary word or proper name.
- When configuring password "hints," do not hint at the format of your password (e.g., "zip + middle name")
- User IDs and passwords must not be scripted to enable automatic login.
- "Remember Password" feature on websites and applications should not be used.
- All managed mobile devices that connect to Aspire's network must be

secured with a password and/or biometric authentication and must be configured to lock after 3 minutes of inactivity.

- If an account or password is suspected to have been compromised, report the incident Aspire's IT Team and change all passwords **immediately**.

#### 4. Account Lockout thresholds

To prevent users from guessing your password, we will implement account lockout thresholds. Your account will get locked out if there are 5 failed login attempts within a 5 minute window using an incorrect password. Your account will be locked for 5 minutes before you can attempt again.

#### 5. Expired Passwords

Failing to reset your password before the deadline will cause your password to expire. This will prevent you from accessing Aspire resources until you have setup a new password that meets the password complexity requirements.

If this occurs, when logging into your computer, you will receive a message at your next logon that your password has expired.

#### 6. Remote Access Users

Access to Aspire Public School's networks via remote access is to be controlled by using a secure Virtual Private Network (VPN) configured with specific security groups. Respective department managers govern approval.

### E. ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

# Financial Management Policies

## I. Basis of Accounting

Aspire Public Schools maintains their accounting records and related financial reports on the accrual basis of accounting. The accounts will be maintained in accordance with accounting principles relevant to not-for-profit entities.

Aspire's chart of accounts is structured so that each transaction is recorded within the general ledger to a site code, resource code, fiscal year, object, fund, goal and function. This enables Aspire to accurately track and record transactions to the level of detail needed to segregate specific school site data and to separate and effectively monitor restricted funds.

## II. Accounting Policies & Methods

Aspire Public Schools has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

Aspire's audited consolidated financial statements must be provided to each chartering entity, California Controller, county superintendent of schools of the counties in which each Charter School is located and the California Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). The financial statements for Aspire Tennessee entity must be provided to the Tennessee Comptroller of the Treasury no later than December 31st of each year. The Board of Directors must approve Aspire's budget prior to the beginning of each fiscal year. The budget is drafted for Board review and approval prior to the start of each fiscal year.

Aspire Public Schools will prepare financial reports for the Executive Committee of the Board quarterly, with interim updates as circumstances dictate.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to Aspire or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

**Cash and cash equivalents** – For financial statement purposes, Aspire considers investments with maturity at purchase of three months or less to be cash equivalents.

**Investments** – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market and evaluated periodically for impairment.

**Intangible assets** – Aspire has intangible assets for product and service discounts to be used in future periods. Aspire amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

**Property and equipment** with a value greater than $5,000 are capitalized at cost or fair market value on the date of receipt, in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Donated equipment, materials, services, and facilities** – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that Aspire would otherwise need to purchase.

**Income taxes** – Aspire Public Schools has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined that Aspire is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code.

**Functional allocation of expenses –** The cost of providing educational programs and other activities is summarized on a functional basis in the Statement of Activities within the audited financial statements.

**Program development and expansion** – Aspire continually explores potential opportunities for expansion and growth; thus, costs are incurred to research the possibility of establishing new sites. Aspire capitalizes these preacquisition costs into 'Construction in progress' at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made

**Fair value measurements** – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

Level 1 Inputs  Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities.

Level 2 Inputs  Inputs other than quoted prices in active markets that are observable either directly or indirectly.

Level 3 Inputs  Unobservable inputs for the asset or liability.

When a price for an identical asset or liability is not observable, Aspire will measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

## III. Basis of Presentation

Financial statements will be presented in conformity with professional standards applicable to not-for-profit entities. On an annual basis Aspire will report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

## IV. Intercompany

Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

The CFC LLC owns the fixed assets of ten schools associated with the College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds). CFC II LLC owns the fixed assets of three schools associated with the College for Certain Series 2015 School Facility Revenue Refunding Bonds (2015 Bonds). CFC LLC and CFC II LLC receive rental income from the 13 schools of Aspire Public Schools. The rental income represents the debt service payments plus an incremental amount to contribute towards a capital, maintenance and operations fund. CFC LLC and CFC II LLC pass the rental income onto CFC INC. CFC INC makes the payments of principal and interest owed on the 2015 and 2016 bonds.

CFC INC has a Board distinct from Aspire's Board of Directors. Aspire's accounting staff record the accounting transactions associated with the CFC entities. Transactions outside of routine transactions to record rental income and service debt payments must be Board approved.

Aspire Public Schools TN, LLC (TN LLC) is a Tennessee non-profit limited liability company created in July 2013, whose sole member is Aspire Public Schools. TN LLC incorporated pursuant to the Tennessee Nonprofit Corporation Act and is a disregarded entity for federal income tax purposes. TN LLC was formed to manage, guide, direct, and promote charter schools that provide quality education to Tennessee youth in primary and secondary grades. TN LLC's support is derived

primarily from State of Tennessee public education monies, foundation contributions, and various government agency grants.

Intercompany transactions are created between Aspire Public Schools and Aspire Public Schools TN, LLC during the normal course of business for transactions including the reimbursement of federal taxes, reimbursement of federal grants received by Aspire but designated for TN and the payment of national office fees. At least every quarter the staff accountant or Assistant Controller will review the intercompany transactions generated for accuracy, create a summary and settle the intercompany receivable and payable between the two entities. The Controller reviews the entry and settlement.

## V. Indirect Cost Allocation Policy

The purpose of this procedure is to document an Aspire Public Schools (APS) indirect cost allocation methodology so that the Aspire Home Office (AHO) can periodically review existing practices and cost allocations, and determine if significant changes need to be administered, and the scale of those changes.

A cost allocation plan is a method by which expenses are allocated that are not directly identifiable to a particular activity, or to allocate expenses that benefit more than one school on a consistent, fair, and equitable basis. Based on this definition, the cost allocation is focusing on shared administrative expenses. While the AHO could begin tracking 100% of administrative hours for future changes to the methodology, time surveys often demonstrate high variability (significant annual changes that may have major budgeting and rate impacts) and challenges in consistent application of allocations. APS elects to use a Cost Allocation Plan (CAP) for determining how these indirect or general benefit costs are allocated to the appropriate cost pool, whether region or school.

The goal of this CAP is to achieve equity for schools support of the AHO and to thoroughly document the process for future efforts. The CAP is achieved through the following steps:

• Determine the most relevant level of functional detail with which to allocate Home Office costs.

• Identify the appropriate indirect costs to include in the cost pools.

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one school and cannot be readily associated with a single school. Furthermore, a full investigation of the allocation of those costs would require a level of effort disproportionate with the benefit gained. For that reason, it is appropriate to develop a single allocation measure for these indirect costs that represents a typical allocation of benefits. AHO indirect costs includes administrative

operations, which provide an indication of the variety of activities needed to operate a large charter school organization. Recouping these costs is essential to funding all aspects of administrative services that support the schools.

Allowable general and administrative costs (costs that benefit all schools and are not identified to a specific school) are allocated using a board approved rate that results in an equitable and predictable distribution to all schools. The rate is divided between Home Office and Regional Office based on the type of service that is provided. The following services/costs are included in Home Office: Executive Leadership, Advancement, Post-Secondary Success, Finance and Accounting, Information Technology, Data and Systems, Operations (charter renewals, compliance, etc.), Human Resources including Talent, Teammate Effectiveness and Employee Services, and Home Office Facilities and Depreciation.

Administrative costs that benefit all schools are allocated based on a % of each school's revenue for the following accounts:

| | | |
|---|---|---|
| 8011 | 0000 | Unrestricted Resources, Net State Aid |
| 8012 | 1400 | Unrestricted Resources, Education Protection Account |
| | 0000 | Unrestricted Resources, In-Lieu of Property Taxes |
| 8560 | 0000 | Unrestricted Resources, Lottery |
| 8560 | 6300 | Lottery: Instructional Materials (Restricted), Lottery |
| 8590 | 6010 | Prop 49/ASES, All Other State Revenues |
| 8550 | 0000 | Unrestricted Resources, Mandated Cost Reimbursement - Mandate Block Grant |

| | | |
|---|---|---|
| 8100 | 3010 | IASA:Title I Basic Grants Low-Income and Neglected, Part A, Federal Income |
| 8100 | 4035 | IASA: Title II Part A, Teacher Quality, Federal Income |
| 8100 | 4203 | IASA: Title III-Limited English Proficiency, Federal Income |
| 8100 | 4127 | Title IV, Part A, Subpart 1—Student Support and Academic Enrichment |

Currently the methodology is the same as the normal CAP for Federal awards. AHO allocations are not charged to individual grants as the revenue only serves in

determining an overall percentage to allocating out AHO expenses to the schools (see formula below).

The AHO CAP formula is determined by the following method:

| | |
|---|---|
| | Total PY Home Office Revenue (excluding PY one-time revenue sources) |
| Less | Total PY HO expenses (excluding PY one-time expenditures) |
| Less | Home PY Office Reserve |
| Equals | Total CY Allocated to Schools |

$$\frac{\text{Total CY Allocated to Schools}}{\text{Total School Revenue}} = \text{Percent to Allocate per School*}$$

*Board policy currently caps AHO allocation to the schools at 8.25% with a proposed increase for 2019-2020 to 8.75%

# Financial Planning & Reporting

## I. Budgeting Process

Aspire Public Schools prepares an annual operating budget of revenues and expenses, and a cash flow projection. The budget is reviewed and approved by the Board of Directors annually before the new school year starts.

### A. POLICY

Budgets are created for each school site, regional office and home office department annually. The budgeting process involves key stakeholders including the Aspire Executive Team, Area Superintendents, Principals, and Aspire employees. Once budgets are approved by the Board of Directors, they are used to run quarterly Budget-to-Actual Reports that are shared with School Leaders.

At the end of the fiscal year, the following key financial statements are produced: Balance Sheet, Income Statement, and Statement of Cash Flows, and Statement of Functional Expenses.

The budget should be prepared by the appropriate levels of management on an accrual basis for final approval by the Board of Directors.

## B. PROCEDURES

Budget Planning

The Director of Finance will establish guidelines, priorities and assumptions for preparation of the budget and send them to the School Leaders. The Director of Finance will also establish procedures, budgeting formats and a timetable for budget preparation. The timetable, which will begin no later than February of each year, will result in the Board of Directors receiving the proposed budget in time to review it before presentation at the meeting in June.

Preparation of the Budget

The School Leaders and all appropriate levels of Aspire management will prepare their projections of revenues and expenditures for planned services, projects and programs. They will consider historical data along with future growth plans, and factor in any shifts or adjustments to staffing levels.

Once the budgets are complete, they will be submitted to the Director of Finance, along with justifications, for review and approval. After reviewing the budgets with School Leaders throughout May, the Director of Finance will consolidate the budgets into a total organizational budget and review with the Chief Financial Officer.

After any adjustments or changes, the budget will be ready for submission to the Board of Directors for review.

Budget Approval

Prior to the end of the fiscal year, the Director of Finance and the Chief Finance Officer will present the proposed budget to the Board of Directors for final approval in June.

Forecasts

Based on monitoring events that occur during the year, if it is determined that a significant revision to the budget numbers is required and appropriate, forecasts may be developed and approved by the Chief Financial Officer.

### C. INTERNAL CONTROL

Once the budget is approved, the School Leaders and Director of Finance will implement the budget plan. Quarterly variance reports will be prepared and submitted to the Board of Directors.

## II. Accounting Cycle

### A. PURPOSE

This section gives a brief overview of the steps in the bookkeeping cycle.

Aspire Public Schools' accounting system is designed to accurately process, record, summarize, and report transactions of the organizations.

### B. COMPONENTS

The component bookkeeping cycles fall into one of four primary functions:

1. **Cash Receipts** – Revenue and Accounts Receivable: This cycle consists of generating revenue from contributions and from services provided, and receiving payment from governmental sources.
   - Processing cash receipts
   - Making deposits
   - Recording cash receipts in the general ledger and subsidiary records
   - Performing month-end reconciliation procedures
   - Processing general ledger integration for private donations/revenue

2. Procurement to Pay Cycle – Purchases, Accounts Payable, and Cash Disbursements: This cycle represents the purchase of goods and services and the subsequent payment for those goods and services.
   - Processing purchases (credit card, check, reimbursement)
   - Processing invoices

- Issuing checks and/or wire transfers
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures

3. Payroll: This cycle consists of processing payroll and remitting amounts due to employees, the government, and others (health insurers, retirement plan trustees, etc.).

- Obtaining and gathering payroll information
- Computing wages and withholdings
- Preparing payroll checks and ACHs
- Depositing payroll taxes
- Remitting monthly retirement contributions to CalPERS, CalSTRS, TCRS, etc…
- Performing month-end reconciliation procedures if necessary
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, 940s, and other annual payroll tax returns

4. Financial Accounting, Reporting, & Analysis: This process consists of posting the period's transactions to the general ledger and preparing financial statements.

- Preparing and posting monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing the financial statements

## C. PROCEDURES

1. **General Ledger:** The general ledger process consists of posting the period's transactions to the accounting software, MIP. The Assistant Controller, Controller, and staff work to reconcile bank and credit card accounts, review the general ledger, and prepare for the annual audit.

2. **Financial Statements:** The Assistant Controller, Director of Finance, and Controller prepare financial statements quarterly basis, which are reviewed by the CFO. These financial statements are provided to the Executive Committee and Board on a quarterly basis.

3. Year-End Close: In addition to the normal month-end closing procedures, the Finance & Accounting Team will perform additional procedures to close the year as follows:

- **Revenue Accruals** - Known material revenue sources will be accrued based on published CDE information and information obtained from chartering authorizers.
- **Accounts Payable Accruals** – Invoices greater than $1,000 for goods received or services rendered by June 30th will be accrued in the corresponding fiscal year end. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Vacation Liability Accrual** – Unused vacation earned as of June 30th will be accrued.
- **Payroll Liability Accrual** – Any amounts owed to teachers or staff earned as of June 30th will be accrued.
- **Prepaid Expenses** – Expenses incurred for the following fiscal year that are paid in the current fiscal year whose amount is over $1,000 will be recorded as prepaid expense, and the expense will be recognized in the following fiscal year. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Audit Schedules** – Aspire Public Schools will prepare audit schedules as requested by the audit team for such accounts as prepaid expense, accounts receivable, accounts payable, loans, advances, deposits, etc.

## III. Financial Reporting & Tax Compliance

The Assistant Controller and Controller maintain supporting records in sufficient detail to prepare Aspire Public Schools' financial reports, including the items below. The CFO, Controller, Assistant Controller, and Director of Finance are also responsible for ensuring all applicable federal, state, and local tax laws are complied with in regards to these items.

**Annually:**

- Financial statements for audit
- Annual budget
- IRS Form 990
- 403b audits
- California State Sales and Use Tax filings
- 1099 Filings

- Insurance Renewal

**Monthly:**

- Trial balance
- Bank and payroll reconciliations
- Internally generated budget vs. actual financial statements
- Billing invoices to funding sources
- Updating the cash flow projection

**Periodically:**

- IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
- Property Tax Exemptions and Payments (see Property Tax Exemption Process)
- Other reports upon request

In order to ensure that all documents are captured by the accounting system, reconciliations are performed on a monthly basis. All documents are appropriately filed with most being scanned electronically and saved on the internal servers.

# IV. Property Tax Exemption Process

## A. PURPOSE

The purpose of this document is to act as a guide for filing annual property tax exemptions for Aspire Public Schools owned and leased properties. Property tax exemption filings are a critical process to ensure Aspire Public Schools does not pay more taxes than required given it operates as an IRS 501(c)(3) organization.

## B. GENERAL INFORMATION ON PROCESS

Each year between Mid-December and January, county assessors will send out property tax exemption filing forms to as a reminder to file for the following fiscal year. The forms are to be filled out and returned by February 15th of the year. Aspire Public Schools will file either a BOE-263 (Qualified Lessor's Exemption) or BOE-268 (Public School Exemption) form depending on which form the county requires to be submitted.

## C. ASPIRE PUBLIC SCHOOL'S PROPERTY TAX EXEMPTION FILING

Each county Aspire Public Schools operates in has different requirements for which form is required. The property owner or lessor is required to send in either form depending on what county it is. Some counties require both the lessor and lessee send in an exemption form while others will require just the lessor to complete it. The forms Aspire Public Schools receives in Mid-December from each county must be completed and returned by the February 15th deadline. These forms are received by the Finance and Accounting team.

- Church organizations Aspire Public Schools leases buildings from require a completed BOE-263 Affidavit form sent directly to them. These churches are Trinity Lutheran (APEX Academy), Roman Catholic Welfare Corporation of Oakland (Aspire College Academy, Monarch Academy, and Triumph Technology Academy), and Central California Conference of Seventh-Day Adventists (Summit Academy).
- Raymond Investment Corporation (property owner of Vincent Shalvey Academy) is another organization we send a completed BOE-263 Affidavit form directly to.

The Finance and Accounting team is responsible for completing all forms to be sent either directly to the county assessor or to the landlord. Forms completed are to be scanned and saved on the internally.

## D. ASPIRE PUBLIC SCHOOLS TN LLC'S PROPERTY TAX EXEMPTION FILING

Aspire Public Schools TN LLC operates in two leased facilities "rent-free" and owns one facility. Exemption filings are not required for our "rent-free" facilities and Aspire Public Schools TN LLC applied for and received a full exemption for its facility owned. The application was filed through the TN State Board of Equalization in the year the property was purchased (2017) and as long as it operates as a school an annual exemption filing is not required.

### E. DEADLINES AND OTHER INFORMATION

The deadline for submitting exemption forms is February 15th. If forms are going to be submitted late, it is necessary to call the county offices and let them know they are going to be submitted late.

For new schools under construction, it is important to have a close contact at the assessor's office in order to obtain exemption. Parcel numbers will change frequently with new buildings and they must have a submitted form for each parcel in order for exemptions to be applied. Sometimes an assessment without exemption will be billed and a payment is needed to avoid late penalties but the county will issue a refund when the exemption is properly executed in their system.

### F. PAYMENTS FOR PROPERTY TAX ASSESSMENTS

Property tax bills from the county tax collectors for a given fiscal year come in around October and are received by the Finance and Accounting Team. The first installment is due by December 10th and if paid late, a 10% penalty will be assessed. It is extremely important to make the payment in a timely manner. If a bill expected to be received is not, the appropriate tax collector will be contacted by the Finance and Accounting team to obtain a copy. It is also possible to view property tax assessments directly on the county tax collectors website. Copies of all tax bills are made and then submitted with instructions to the Accounts Payable team. The Accounts Payable team is responsible for sending checks for each property tax bill along with the payment stub.

## V. Audit

Independent audits of the financial statements shall be conducted annually by a certified public accountant selected by the Audit Committee from a list of auditors approved by the state of California. Annual financial audits will be conducted in accordance with Generally Accepted Audit Standards, and the Governmental Auditing Standards Board.

Financial regulatory forms shall be completed as necessary by Aspire Public Schools or by the auditing firm. Appropriate financial forms and reports shall be filed with the charter entity, federal government, and appropriate state agencies. Annual financial reports required by Education Code Section 47604.33 shall be filed with the chartering agency and county superintendent of schools.

Upon completion, audits shall be reviewed by the CFO, Controller, Assistant Controller, and Director of Finance and submitted to the Audit Committee for review and approval. All financial audits shall include a management letter. Annual audited financial statements which include the corresponding Management Letter in the audit report shall be forwarded to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year. In Tennessee, the audited financial statements shall be submitted to the Tennessee Comptroller of the Treasury by December 31st of each year.

Audit Committee: The Board of Directors appoints separate Audit and Executive Committees. The Audit Committee nominates the independent auditor, reviews the scope and results of the audit, and approves the audit. The Audit Committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Audit Committee and Aspire Public Schools staff will develop a corrective action plan to address all relevant weaknesses noted by the auditor.

# Revenue & Accounts Receivable

## I. Cash Receipts & Deposits

### A. CATEGORIES OF CASH RECEIPTS

1. **Federal, State, Local Revenue:** On a daily or weekly basis, the Assistant Controller or Staff Accountant receives checks in the mail. Majority of the checks received are for federal, state, and local aid. In addition, there are other local revenues received from the schools. The Cash receipts log tracks the receipts by the deposit date. Some funds are received electronically by ACH and wire transfer. All cash receipts are booked according to the remittance advice provided by the sender and information from CDE website.

2. **Donations:** Donations can be received and deposited by the school sites and Home Office, although the majority of donations are received by the Home Office Accounting or Development staff.

Generally, contributions received or committed, including unconditional promises to give are recognized as revenues in the period received at their fair values. Contributions made, including unconditional promises to give, are recognized as revenues in the period made at their fair values. Conditional promises to give, whether received or made, are recognized when they become unconditional, that is, when the conditions are substantially met.

The Staff Accountant enters all cash receipts for donations and grant revenues at the Home Office. For donations, checks are the source documents and any other corresponding info that is attached (e.g. letter from donor) is used to record transactions in the G/L. For grants, the grant documents are used to enter revenues and promises.

Some schools may choose to provide acknowledgement letters to the donors and other schools will give Home Office the necessary donor information to the Staff Accountant or Development Director to write acknowledgement letters to the donor.

3. **Lunch Fees:** All of Aspire's sites with the exception of Langston Hughes, APEX, Port City and Rosa Parks, are on the National School Nutrition program. All sites use Mealtime to record meals taken and cash receipts. Mealtime is set up at each site and monitored by the Cafeteria Manager. To ensure that each meal that is handed out is accurately recorded according to who took the meal and their qualification, Aspire's sites use a Biometric Finger scanner at the beginning of the meal line.

The Nutrition's staff at the Home Office is responsible for the analysis of meals delivered, meals served, money collected and money deposited against the information in Mealtime. This analysis ensures that all meals are accounted for and all funds are accounted for in an accurate and timely manner. These funds are tracked in resource codes 5310, 5320, and 5370.

4. **After School Fees:** Schools have the choice of charging additional fees in addition to the Afterschool Education grants received. The funds are budgeted at the beginning of the year with the Afterschool Director and the Principal. Several Aspire schools have chosen to charge parents after school fees.

## B. PREPARATION OF CASH RECEIPTS (HOME OFFICE)

On a daily or weekly basis, the Staff Accountant records all checks received into the Cash Receipts Logs. The Cash Receipts Log provides a detailed summary of the checks that were deposited on a specific date. The summary provides the total deposit that was made and details of the deposit breakdown. The information noted in the log is payer name, date of receipt, check date, amount, site code, and any descriptions that may be on the check.

1. Staff Accountant makes a copy of the checks to be deposited.
2. Assistant Controller then deposits the checks into the bank through an online banking system through Wells Fargo
    - The process starts out with entering the total deposit to be made as well as the deposit references & bag number
    - Original checks are scanned through a scanner
    - Staff Accountant confirms the check amounts in order to balance the deposit to the entered total
    - The scanned checks are uploaded to Wells Fargo for deposit
    - Assistant Controller will print a deposit confirmation from the website
    - Original checks are put into a plastic bag and placed in a locked area for storage of 30 days and then shredded.
3. The check copies, including accompanying information, are attached to the cash receipt log for that day
    - The Staff Accountant makes sure that the total deposit has all check copies to ensure that there is enough backup in order to enter the receipts into MIP
    - If there isn't enough information on the check, the Staff Accountant will follow up with the appropriate individual to find out what it is the purpose of the funds
4. The Staff Accountant then enters the cash receipts in MIP (posting in accounting software)

## C. PREPARATION OF CASH RECEIPTS (School Sites)

1. **Mealtime Deposits:** Monies for students that are paid or reduced are collected beforehand in the main office by the Office Manager. A receipt is given for all monies collected. The Office Manager does an end of day report in Mealtime that confirms the monies collected and the number of meals delivered by the vendor. At the end of every week, the office manager prints out a deposit slip from Mealtime and brings the deposit to the bank. A copy of the deposit slip from Mealtime and the deposit confirmation is sent to the Staff Accountant for review and entry into MIP.
2. **Donations:** When Aspire receives cash donations at the school site, the schools will deposit the money into the site's checking accounts. In addition, the Office Manager is required to input the deposit information in the online General Ledger Tool and provide the necessary backup for the deposit to the Staff Accountant.
3. **Afterschool Fees:** Depending on the payment schedule, deposits of after school fees are made at least monthly. The Office Manager is responsible for inputting the deposit information into the online School Ledgers. A copy of the deposit slip confirmation is uploaded upon entry. These funds are tracked in resource code 0028.

## D. POSTING OF CASH RECEIPTS

The Assistant Controller receives the cash receipt log and supporting check copies from the Staff Accountant. The Staff Accountant logs into MIP, and then selects the cash receipts module from the toolbar. A new cash receipt (CR) session number is created. The CR session number is written on the cash receipt log for reference in the event that someone would like to look up the cash receipts in the general ledger. The checks are used for information as well.

1. School Site Deposits

*a)* ***Donations****: When a school site receives cash donations, they deposit the funds into their site account.*

(1) The Office Manager is responsible for writing the acknowledgement letters to the donors.

(2) After the donations are deposited, the Office Manager will enter the deposit information into the online School Ledgers and forward a copy of the deposit slip and backup to the Staff Accountant for review.

(3) The data is downloaded from the online Site Ledger tool and then imported in the accounting system.

(4) The Staff Accountant reviews the entry and prints an unposted entry record for Assistant Controller.

(5) The Assistant Controller reviews the entry for accuracy and cash flow.

(6) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

*b)* ***Mealtime****: The Staff Accountant uses the Mealtime end of day reports along with the deposit slip confirmation to entry the cash receipts into MIP.*

(1) The Staff Accountant enters the cash receipt entry and prints an unposted entry record for Assistant Controller to review.

(2) Assistant Controller reviews the entry for accuracy and cash flow.

(3) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

*c)* ***After School Fees****: When a school site receives after school fees from parents, they deposit the funds into their site account.*

(1) The Office Manager is responsible for writing a receipt to all parents.

(2) After the fees are deposited, the Office Manager will enter the deposit information into the online School Ledgers and upload a copy of the deposit slip and backup.

(3) The Staff Accountant verifies the information at the time of monthly bank reconciliation.

2. **Mealtime Online:** When parents choose to remit after school fees through Mealtime, Mealtime deposits the funds into the site account. The Staff Accountant will enter the deposit information into the online School Ledgers and upload ACH Transfer Report.

(1) The after school fees follow the same MIP import process as the site donations.

### E. REVIEW CASH RECEIPTS

The Assistant Controller and Staff Accountant reviews the cash receipts via the A/R ledger to make sure that all cash receipts are posted correctly. Also, the A/R accounts are reconciled on a monthly basis. If there is a discrepancy in the cash receipts, the Staff Accountant will verify the source (the check) to make sure that the cash was posted correctly.

## II. School Site Deposit Process

### A. PURPOSE

The purpose of this document is to provide details to school based staff on how to make and record a deposit.

### B. OVERVIEW

The information in the schedule below displays common coding that will be used throughout the year for adding deposits to the site ledger. If there is any cash collected that is not included in the items below please contact the Staff Accountant at Home Office.

| Object Code | Resource | Description | Fee |
|---|---|---|---|
| 8699 | 0000 | Other Local Revenue | |
| | | | Year Book<br>Apparel Sale<br>Fundraiser<br>Bake Sale<br>Book Fair<br>Field Trip<br>Uniform Sale<br>Sports Fees<br>Athletic Concessions<br>Grad Ticket<br>Choir<br>Before School Care<br>Summer Child Care<br>Science Camp<br>Prom |
| 8699 | 0028 | Other Local Revenue | |
| | | | After School Program |
| 8615 | 0000 | Donations | |
| | | | Cash Donations |
| 8650 | 0000 | Leases and Rental | |
| | | | Renting out of facilities |

Officer Managers should also be aware of the following issues that are common to site ledger posting:

1. Donations vs. Fundraisers – donations are cash collected for services received without performing a service or exchanging an item of equal value (in the case of deposits only cash donations apply). On the other hand, during fundraisers items are exchanged or sold, or services are performed. For example, a car wash fundraiser services are exchanged for cash to raise funds. A bake sale is an example of fundraiser in which items of value (food) are exchanged for cash funds. Please make sure to code all donations to object 8615 and fundraising cash received to object 8699.

2. In the case that an expense previously paid out is refunded, the check refund will be coded to the same account as the expense. For example, the refund of a phone bill balance would be coded to expense object 5902 (Phone Expense) rather than object

8699. Please for money collected for apparel purchases code to object 8699. This has been commonly confused with object 4301. A sale is revenue and should not be coded as refund of an expense.

3. Mealtime should **ALWAYS** be deposited to the main Aspire bank account. However, if mealtime is deposited to a site account **IN ERROR,** please code the deposit to resource 5310 and object 8634.

**Procedure for adding a deposit to the site ledger**:

The below summary explains the documentation that will be used by Office Managers to keep records of deposits that will be uploaded into the site ledger and forwarded to the Home Office. The deposit summary template can be found on MyAspire under the Accounting teammate resources link and in the School Site Ledger section. Please note that Office Managers do not need to send copies of the checks deposited to the Home Office, but will only need to keep for their internal financial records. Copies of the checks or a check listing should be kept at the school.

Note: For MealTime deposits deposited to a site account in **ERROR**, sites should submit the "Mealtime Reconciliation" worksheet with the bank receipt attached to the front and/or a Desktop Deposit confirmation.

**Deposit Documentation:**

| Retain at Site | Send to Home Office |
|---|---|
| A copy of your completed Deposit Summary with bank receipt or Desktop Deposit confirmation sheet attached | Original or copy of Deposit Summary with bank receipt or Desktop Deposit confirmation (for online deposits) sheet attached |
| Copy of deposit ticket | |
| Copies of all checks or a check listing | |
| Check stubs removed from checks. (not typical for personal checks, but if you receive a check from a business it may contain a stub with information about the payment) | |

**Deposit Summary Header:**

Enter your school name. The date field is pre-populated with a formula for the current date.

**Deposit Breakdown:**

This section is used to identify the types of revenue being deposited. Finance will use this information to ensure the revenue is posted correctly in the accounting system. The most common types of deposits are listed on the template. If you need to add something not listed, just key over one of the "Other:" descriptions. The total amount listed in the "Deposit Breakdown" should agree with the total cash AND checks deposited equal the deposit amount displayed on the bank receipt.

**Deposit Receipt:** The Deposit Receipt will be provided to you by the bank at the time of the deposit. This should be added to the deposit summary sheet when scanned and saved for records.

**Checks:** Enter the number of checks in the deposit and the total value of the checks on the corresponding lines.

**Cash Count:**

Enter the number of each type of coin or bill and the formulas will calculate the totals. All deposits containing cash require two people to verify the cash balance and sign the Deposit Summary prior to deposit.

**Balance Check:**

The feature verifies the total listed in the Deposit Breakdown sections equals the total of cash and checks in the deposit. If the totals agree, "Balanced" will be displayed. If the totals do not agree, "Out of Balance" will be displayed and you should find the discrepancy before depositing the funds.

**Adding Deposits to the Site Ledger:**

1. After completing the deposit, login to the schools to the online site ledger tool by clicking the MyAspire application with a "piggy bank" called School Ledger.

2. Once logged on to the site ledger, select ledgers at the top of the menu screen and then Click "**Add New Ledger Entry**"

3. Enter the deposit information in the highlighted cells below

    - Type – Deposit for all deposits

    - Description – Type an applicable description (ie after school program, prom, donation…)

    - Resource Code – Typically 0000, however use 0028 for after school fees

4. Object – Use 8615 for donations. Most often cash received will be coded to 8699 (see page 1 for coding reference) *Notes: Please add notes for any nuances that finance needs to be aware of.

5. To upload deposit information Click on “choose files”. Now search for the file on your computer and select to upload.

5. Once the deposit information is input in the ledger click “Submit”

6. Once the deposit is entered it will show up in the monthly ledger based on the deposit date input

*Note: If your deposit does not show up or you have questions of coding items such as expense refunds, contact the Staff Accountant for further guidance.

# Expense & Account Payable

## I. Payroll

Effective controls and segregation of duties are essential throughout HR/payroll function. Aspire uses the JobVite system for recruiting and making offers to candidates, and Ultimate Software’s Ultipro software for HR onboarding and payroll. Payroll processing is in house. The Controller oversees the payroll function.

The payroll system is designed to provide the basic information necessary to:

- Calculate payrolls, including gross pay, federal, state, and local income tax withholdings, social security and medicare (FICA) taxes, and other payroll deductions such as employee contributions to health and retirement benefits, in line with federal, state and local compliance regulations.
- Compute and make timely payroll tax deposits.
- Record payroll liabilities and expenses on the general ledger.
- Prepare quarterly and annual payroll tax returns.

For specific Aspire policies relating to the employment, benefits, payroll, overtime, time off and leaves of absence, safety and security and separation of employment, refer to the respective Employee Handbook for California and Tennessee.

## A. ROLES AND RESPONSIBILITIES

The HR department handles and performs all personnel-related activities except payroll. Employee payroll files are kept separate from employee personnel files. The Payroll team and Controller have access to the payroll files and the HR department has access to the personnel files. The HR manager is responsible for compliance on HR-related matters and the Controller has ultimate responsibility for compliance on payroll-related matters. HR does all hiring where pay rates, titles and positions are set and approved. The hiring manager, regional financial analysts and the Director of Finance approve all new positions within the Board approved budget. Principals, Directors and the Aspire Senior Leadership Teams are authorized to hire staff, which requires HR final approval to ensure that relevant screenings and background checks have occurred before an employee starts work.

## B. PAYROLL FREQUENCY

Aspire processes payroll semi-monthly, on the 15th and last day of each month. In the event that the 15th and/or last day of a month falls on a non-business day, payroll will be processed on the earlier preceding business day to the 15th or last day.

- **Exempt employees** – paid from 1st-15th on 15th of month and 16th-last day of month on last day of month
- **Non-exempt employee** – paid from 9th-24th on last day of month and 25th-8th on 15th of month

## C. NEW HIRES AND STATUS CHANGES

New hire information flows from the JobVite recruiting system into the Ultipro system. HR reviews the information entered, adds and edits new data fields as applicable (e.g. job title, wage rate etc) and reviews to ensure accuracy. Approval workflows within the Ultipro pass each new hire to the financial analyst team and Director of Finance to confirm positions are approved per the respective school site, regional or home office budget. The employee is only 'hired' and established once screenings and background checks have been verified. New hire information packet is passed to the payroll team to review data entry and to set up pay group, retirement deductions and W-4/direct deposit information if not already captured. Benefits are selected by employees using the bswift system and each payroll a bswift file is generated by the provider for importing benefit deductions into payroll.

Status changes are entered by employee supervisors or HR. Approval workflows within Ultipro pass status changes through HR, Finance and Payroll before changes are made accurately and approved. Any benefit updates related to a status change are entered into bswift and passed via the semi-monthly bswift file. All changes in an employee's status must be properly documented. Change in working hours/days or pay rate will require a revised letter of employment or status change form, signed by the School Leader and the employee. These changes must be reported on a timely basis to HR.

All new employees have to complete a series of forms to evidence their eligibility to work in the United States, elect benefit options and to define the number of exemptions and other data for income tax withholding purposes (W-4). This information is captured by JobVite, Ultipro and in forms and is used by the HR and Payroll departments to set up the new employee in the HR and payroll systems and to register them for their benefits. These forms for all new employees should be collected by HR by the end of the employee's first working day.

W-4 and direct deposit information is maintained within Ultipro and employees go into Ultipro if they need to update.

## D. TIMESHEET PREPARATION AND APPROVAL

Non-exempt/hourly employees have access to enter their time in one of two ways, clock in/clock out of time clock devices, or by entering time directly into Replicon each pay period. Supervisors must review and approve time worked and meal break periods. After each pay period end, the Senior Payroll Specialists review for unsubmitted or unapproved timesheets and chase with supervisors and Office Managers/Business Managers. Once complete, timesheet data is extracted from Replicon for non-exempt/hourly employees to create an import file for upload into Ultipro. The extracted data contains the hours charged by each employee to each site code and job code, and are broken down by regular time, overtime, double time, PTO, sick, jury and bereavement time.

Exempt employees do not complete timesheets and use Replicon for time off requests. Time off requests (PTO, sick, unpaid, bereavement, jury duty) are performed in Replicon and are initiated by the employee and authorized by the employee's supervisor. Time off data is extracted from Replicon for salaried/exempt employees to create an import file for upload into Ultipro. This is generated every pay period.

## E. STIPEND AND BONUS PAYMENTS

Each year, stipends for specific additional duties are reviewed and approved by the Director of Finance and Chief Financial Officer. Stipends are initiated by the Principal or hiring manager and authorized in line with the authorization thresholds established within the fiscal control policies and approved by the Board of Directors. The finance analysts and Director of Finance review to ensure amounts are in line with applicable school site, regional or home office budget.

Each pay period a file is extracted from the Stipend Tool where stipends are entered reflecting stipend amounts approved by employee for import into Ultipro. The file includes the employee number, site code and stipend amount.

Bonuses and annual COLA adjustments are approved by the Board of Directors before being imported into payroll. The Director of Finance calculates bonus/COLA amounts and the Controller reviews the calculations before importing into payroll.

## F. RETIREMENT

Aspire participates in the CalSTRS, CalPERS and TCRS retirement systems. Aspire also offers a 403(b) plan to CA and TN employees who are not able to participate in the state retirement programs. In addition Aspire offers a separate 403(b) plan for employees of CA who would like to save more for retirement than the CalSTRS and CalPERS programs.

Upon hire, a change in status and in line with the payroll calendar and deadlines, the payroll/retirement team will review an employee's job role, job location, job hours and prior state retirement plan membership to determine which retirement system an employee should be placed into. The Retirement Manager looks up the employee within the relevant retirement system to confirm prior membership and applicable plan set up, and the Senior Payroll Specialists set up the relevant retirement payroll deduction in Ultipro. The Retirement Manager also runs a monthly audit report to validate correct plan set up prior to payroll processing.

Each pay period after the payroll has been transmitted and the pay period closed, the payroll/retirement team transmit 403(b) payments to the provider based upon the payroll register. Yearly annual employer match contributions are calculated by the third party provider PolyComp and are funded to participant accounts. The Controller reviews and approves the payments.

Each month, the payroll/retirement team processes payments and monthly reporting to CalSTRS, CalPERS and TCRS, based upon published deadlines. An internally generated

reporting tool extracts data from Ultipro and puts in a format for reporting for CalSTRS and LACOE reporting. CalPERS and TCRS data is reviewed before submitting by the Payroll Manager/Director of Retirement.

## G. PAYROLL PROCESS

The processing of the payroll involves a series of tasks necessary to ensure that employees are properly compensated and that the applicable federal, state and local withholdings are deducted from gross wages. Additionally, detailed records must be maintained to support tax deposits.

The payroll process begins with having each employee established in Ultipro. Most employees are paid on a salary basis, thus payroll processing consists largely of entering pay-change information. Some employees are paid on an hourly basis.

The HR department enters approved pay changes and benefits changes into Ultipro. After all data is entered, approved and imports uploaded, prior to transmittal, one of the Senior Payroll Specialist runs a Calculated Check Register and the payroll team reviews each other's data entry. The Calculated Check Register is used to validate that all timesheet data, prorated calculations and other pay/benefit changes have been processed correctly. The Payroll Manager runs a series of control reports to validate the accuracy of the payroll and to ensure no terminated employees are paid. Once this review is complete, the Controller reviews and approves the report before the payroll team finalize the payroll. Once all data has been verified, checks/direct deposit vouchers are printed. Checks are sent to the sites for distribution to employees by principals/office managers on pay day, and the Controller uploads the ACH payroll files to the bank for direct deposit payments, ensuring first that the payment file total agrees to the register for each pay group.

Vacation (PTO) is accrued through Ultipro on a semi-monthly basis for all eligible employees. An employee is eligible if they meet certain criteria (i.e. full-time employee, or benefit eligible employee) and Ultipro recognizes these criteria from the initial information entered into the system by HR. Ultipro automatically calculates vacation accrual for all eligible employees. PTO policies are set out in the Employee Handbook.

Each employee is required to submit a time off/sick leave request electronically using Replicon, prior to taking vacation. The employee will submit this to his/her supervisor/principal for approval who will also approve in Replicon. The Senior Payroll Specialist will look up whether the employee has enough available hours for the

request and will contact the supervisor if not. Employees are not allowed to use hours in advance.

At year end, the payroll team reconciles the W-2 total payroll wages to the payroll registers, which tie to the G/L accounts. Along with the monthly reviews, quarterly reconciliations are also performed by the Payroll team and reviewed by the Controller as the DE9, 941 and Tennessee tax returns are prepared, as needed.

## H. PAYROLL TAX FILING AND PAYMENTS

Returns and payments for payroll withholding tax, social security/medicare, SUI and state and local taxes and unemployment will be prepared by the payroll team, in accordance with guidelines established by federal, state and local authorities, and reviewed by the Payroll Manager and Controller. The payroll team will file these returns and make payment on behalf of Aspire - both of which are reviewed by the Payroll Manager or Controller. The Controller will ensure that all returns are reviewed and that they have been submitted to the respective authorities.

## I. PAYROLL RECONCILIATIONS AND REVIEWS

After payroll is processed, the Staff Accountant or Assistant Controller exports the payroll data from Ultipro to format for upload to MIP. The Staff Accountant/Assistant Controller converts data for accounting purposes. The full P&L account string in Aspire's chart of accounts is:

| **Site** | **-** | **Fund** | **-** | **Resource** | **-** | **Goal** | **-** | **Object** | **-** | **Function** |
|---|---|---|---|---|---|---|---|---|---|---|
| xxx | | xx | | Xxxx | | Xx | | xxxx | | Xx |

The Controller is mostly concerned with collecting, recording, and reconciling data for two significant code strings: site and object codes. The financial analyst is responsible for the resource coding. The Controller reviews and approves the journal entry to ensure it balances to the payroll detail before posting. The Staff Accountant or Assistant Controller do not have access to process or modify the payroll run. Each month payroll and retirement balance sheet reconciliations are prepared by the Staff

Accountant/Assistant Controller and reviewed by the Assistant Controller/Controller to ensure segregation of duty.

# II. Procurement

## A. PROCUREMENT

Aspire Public Schools purchases only those goods and services that are necessary for the organization to achieve its mission or other approved purposeful need. With every purchase, authorized approvers and employees will take into account price, quality, and level of service. Vendors may be selected based on any or all of these factors. Purchases paid with federal grants will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326, except where Aspire's policy is more conservative. Purchases of $5,000 or greater are capitalized as a fixed asset, tagged, and tracked until it has been disposed.

Aspire Public Schools employees planning to make purchases with federal grants should do so in accordance with our Procurement for Purchases with Federal Funds policies and procedures. When executing a sealed bid or competitive proposal, refer to the Competitive Bidding Documentation template.

## B. RELATED PARTY TRANSACTIONS

All Employees and Board members must disclose relationships with current or proposed vendors in accordance with Aspire Public Schools' Conflict of Interest Policy. Any purchases that are paid through federal grants must follow the conflicts of interest requirements per Uniform Guidance 2 CFR 200.118.

## C. CONTRACT GOODS AND SERVICES

To ensure protection, Aspire Public Schools requires contracts for goods or services to state expectations from both parties, delivery timing, payment terms, and other standard legal protections. Common types of contracts Aspire Public Schools utilizes include independent contractor agreements, memorandum of understanding, janitorial contract, and purchasing contract. Aspire Public Schools employees should utilize the contracts page created by the Aspire Finance team to help with any questions regarding contracts or to obtain a template to begin drafting a contract.

Aspire Public Schools requires completion of IRS Form W-9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor.

Drafted contracts should be delivered to the Contracts team at contracts@aspirepublicschools.org. Completed contracts will be uploaded to Coupa by the Accounts Payable team where invoices are to be submitted against them. **All invoices derived from an approved contract should be submitted in Coupa against the contract so it does not go through another approval chain.** Once a contract has gone through the contracts process, invoices related to the approved contract and within the stated contract value will go directly to the AP team for review, and no further approval is needed.

### D. NON CONTRACT GOODS AND SERVICES

Aspire Public Schools allows for the purchase of goods and services from a vendor agreeing to bill the organization after the goods or services have been delivered. In some cases, a deposit may be required up front prior to delivery of goods or services. In case where purchase orders are needed, Aspire Public Schools employees will utilize Coupa to submit the purchase request.

In rare cases where goods or services have been delivered without a Purchase Order or Contract, a non-backed invoice can be submitted in Coupa to go through the necessary approval chain. This type of invoice submission should be avoided as much as possible through use of Purchase Requests and contracts.

## III. Procurement for Purchases with Federal Funds

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326 except where Aspire's policies are more conservative. The Uniform Guidance methods of procurement are focused on reducing the risk of waste, fraud, and abuse. It requires internal controls of how federal award money is used and requires Aspire to follow documented procurement procedures that reflect applicable state and local laws. This guidance also focuses on increased competition and transparency in the procurement process.

To assist in the procurement process when using federal award money, please utilize this table:

| **Method:** | **Purchase Transaction Threshold:** | **Type of Competitive Action:** | **Additional Comments:** |
|---|---|---|---|
| Micro-Purchase | $0 - $3,500 (this threshold was increased from $3,000 up to $3,500) | Requires one (1) written quote or proposal from a qualified supplier | No competitive quotes are required if price is reasonable |
| Small Purchase Procedure | $3,500 - $150,000 | Requires at least two (2) quotes or proposals from qualified suppliers | Informal purchasing procedures are allowed but price and rate quotes must be obtained (i.e. phone call or web search) |
| Sealed Bid | $150,000 and greater | Require three (3) or more public RFP's (managed through Home Office) | Most common for construction projects. Contact finance@aspirepublicschools.org |
| Competitive Proposal | $150,000 and greater | Require three (3) or more public RFP's (managed through Home Office) | Required for solicitation and is used when sealed bids are not appropriate. Best practice is to solicit at least 3 qualified sources. |
| Noncompetitive proposal (sole source) | $3,500 and greater | Sole-source procurement appropriate when specific criteria are met | Item or service may be available from only one source. Emergency doesn't allow for competitive proposal process. Justification needs to be documented. |

## A. SMALL PURCHASE PROCEDURES

For purchases of $3,500 up to $150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made. Refer to the Small Purchase, Sealed Bidding, and Competitive Proposal template for more support.

## B. SEALED BIDS AND COMPETITIVE PROPOSALS

For purchases $150,000 and greater, a formal sealed bid process or competitive proposal process will be followed. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process will collected and stored and will strictly follow the Uniform Guidance requirements. The bid or contract award will be approved Controller, VP of Finance, or CFO. Refer to the Small Purchase, Sealed Bidding, and Competitive Proposal template for more support.

## C. NON COMPETITIVE PROPOSAL (SOLE SOURCE)

Section 200.320 of Uniform Guidance defines the circumstances in which sole source procurements are permitted:

1. The item is only available from a single source
2. The public emergency will not permit a delay resulting from competitive solicitation
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity
4. After solicitation of a number of sources, competition is deemed inadequate

Only one of these circumstances needs to be met for a procurement to qualify

In addition to meeting one of these circumstances the following must also be completed and delivered to the Finance team at finance@aspirepublicschools when Sole Source procurement is utilized:

1. Perform a cost or price analysis to ensure reasonableness
2. Document a history of the process and reasoning behind utilization of this method
3. Document circumstances and rationale for not completing the solicitation

## D. SEARCH FOR VENDORS ON THE SYSTEM FOR AWARD MANAGEMENT (SAM)

Before engaging a vendor, a search on the SAM website for the vendor by name, tax identification number, or another characteristic must be completed to make sure the person or entity hasn't been suspended or debarred from performing federally funded work. Vendors on the debarred or suspended list should not be selected for services utilizing federal award money.

Aspire will avoid real or apparent organizational conflicts of interests and non-competitive practices among vendors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

## E. SMALL PURCHASES, SEALED BIDS, AND COMPETITIVE PROPOSAL DOCUMENTATION TEMPLATE

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326 except where Aspire's policies are more conservative.

## F. SMALL PURCHASE PROCEDURES

For purchases of $3,500 up to $150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made.

## G. SEALED BIDS PROCEDURES

For purchases $150,000 and greater related to construction, a formal sealed bid process will be followed where possible. This process will be completed and managed by the Home Office Facilities team. Documentation of the process should made following Part 1 and Part 2 below.

## H. COMPETITIVE PROPOSALS

For purchases $150,000 and greater where a sealed bid process is not used, competitive proposal process will be followed where possible. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process should made following Part 1 and Part 2 below.

**Part 1:** Summary of Sealed Bids or Competitive Proposals:

| | |
|---|---|
| Department/Region/School | |
| Project | |
| Date | |
| Item(s) | |
| Cost for Entire Contract | |
| Federal Resource | |
| Application/ Allowable use | |
| Vendor Selection (Document Process) | |
| Vendor status on the System for Award Management (SAM) | |

**Part 2:** Received Bids

1. Attach bid/quote from selected vendor (ideally using provided RFP form)
2. Attach alternative bids/quotes from three (3) suppliers when possible

3. If purchasing goods or services from a certain vendor without competition, justification for lack of competition must be submitted (e.g. for "sole source" suppliers explain why the product or service is unique and how other similar goods or services cannot perform the same objective)

# IV. Independent Contractors

The purpose of this section is 1) to ensure that individuals are appropriately classified as an independent contractor, and 2) to clarify the process and forms required in the event an independent contractor performs work for Aspire Public Schools. Aspire pays independent contractors for their services. Unlike regular employees, no taxes or voluntary deductions are withheld from independent contractor payments.

## A. FACTORS TO DETERMINE IF SOMEONE SHOULD BE CONSIDERED AN INDEPENDENT CONTRACTOR - ABC TEST

To show that a worker is an independent contractor, the hiring entity has the burden to establish each of the following elements:

(A) That the worker is free from the control and direction of the hirer in connection with the performance of the work, both under the contract for the performance of such work and in fact;

(B) That the worker performs work that is outside the usual course of the hiring entity's business; and

(C) That the worker is customarily engaged in an independently established

NOTE: if the independent contractor doesn't meet the ABC test, please proceed to speak with HR about hiring them as an employee.

For additional guidance, please refer to the **10 Golden Rules re Independent Contractors 2019** below and contact HR:

1. Don't engage a former employee as an Independent Contractor
2. Don't engage an Independent Contractor who recently was an employee anywhere else
3. Don't be an Independent Contractor's first customer
4. Don't engage an Independent Contractor to perform the same work as employees

5. Don't prohibit an Independent Contractor from working for other companies
6. Don't provide training to an Independent Contractor
7. Don't attempt to control how, where, or when work is performed
8. Don't provide tools or equipment
9. Don't reimburse for business expenses
10. Be careful converting an Independent Contractor to an employee

## B. INDEPENDENT CONTRACTOR PROCESS AND FORMS

1. Once Contractor status has been met, appropriately authorized employees should complete the Independent Contractor Agreement template. The Contractor will need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

2. The Signed Agreement, W-9, TB & DOJ forms should be forwarded to both contracts@aspirepublicschools.org and the Director of Employee Services for review and approval, **prior to the Contractor beginning work**.
3. The contracts team will coordinate with HR to ensure the contractor is TB/DOJ cleared. The contracts team will also review the contract with the Financial Analysts team to confirm approval of the budget amount of the contract.
4. Once approved, the Independent Contractor Agreement will be signed based on Purchasing Approval limits within the fiscal control policy document, and will be added into the COUPA purchasing system.

PLEASE NOTE, CONTRACTORS WITHOUT THE APPROPRIATE DOCUMENTS OR CLEARANCES WILL BE SENT HOME TO HELP ENSURE THE SAFETY OF OUR STUDENTS, STAFF, AND TO PROTECT THE ORGANIZATION.

At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice their site contact. Invoices should be approved and coded and uploaded directly into COUPA.

To terminate an agreement prior to the completion of the project, please see the Termination Letter Template on MyAspire.

## Independent Contractor Forms (accessible on MyAspire)

| Form | What is this used for? | Document |
|---|---|---|
| **Independent Contractor Agreement** | Agreement needs to be completed for Independent Contractors unless an MOU is in place.<br><br>Signing Authority: Please review the total amount of the contract and follow Aspire's guidelines to determine who can sign on behalf of Aspire. All authorized signatures should be Principal or Director level and above. | Independent Contractor Agreement.pdf<br><br>Independent Contractor Agreement Fillable Form.pdf |
| **W-9** | All independent contractors need to complete a W-9 Tax Form. | Form W-9.pdf |
| **DOJ** | All independent contractors who will be working at school sites are required to receive DOJ clearance prior to beginning work. Locations of Live Scan facilities can be found here: http://ag.ca.gov/fingerprints/publications/contact.php.<br><br>Independent Contractors should write "Contractor" on the application form. The cost of fingerprinting will not be reimbursed by Aspire Public Schools.<br><br>To determine whether or not Clearance has been received, please contact HR. | Live Scan Application.pdf |
| **TB** | All independent contractors who will be working at school sites are required to provide proof of a Negative TB (PPD) result. Aspire will not reimburse Independent Contractor for this cost. | |
| **System Access** | Independent contractors often need access to Aspire's data systems in order to do their work. To ensure that our data is kept secure and confidential, this form should be completed by independent contractors and returned to the technology team as part of a request for system access.<br><br>The completed form can either be attached to a help ticket or emailed to the technology team member responding to the request for access. | Data Access Form.pdf<br><br>Aspire Data Access and Use Agreement.docx |
| **Termination of Agreement** | You may use this template if you choose to end an Independent Contractor Agreement prior to the completion of | Contract Term Letter.docx |

| | | |
|---|---|---|
| | the project. No document needed to end agreement if work has been completed as described in the Agreement. | |

# V. Credit Cards

## A. CREDIT CARD PURCHASES

At times, it is necessary for purchases to be made on a corporate credit card. Aspire Public Schools issues credit cards to specific authorized employees to benefit Aspire Public Schools and the purchaser through prompt payment to suppliers and vendors. Credit Cards are issued at the discretion of the CFO and Controller to current employees who are granted purchasing authority (see Approval Matrix). Cardholders agree to all purchasing policies and procedures as well as the cardholder agreement (see Cardholder Agreement).

Violations of these policies will be investigated and may result in a written warning, suspension or revocation of credit card privileges, disciplinary action, or termination. The CFO and Controller have the authority to investigate any potential violations and determine recommended actions as deemed appropriate.

Cardholders are responsible for the activity on the card. Aspire Public Schools may suspend or cancel the card at any time for any reason and cardholders will surrender the card upon request.

Credit card violations may include, but are not limited to:

- Purchase of personal items or items for family/friends
- Credit card usage for cash advances
- Credit card payments for invoices without proper authorization
- Failure to return cards upon request
- Loaning of card to any other person
- Failure to reconcile credit card statement on monthly basis
- Failure to provide other support for charges as requested
- Two incidences of missing receipts over a three month period

Below is a list of credit policies for card holders to closely follow:

- The credit card is to be used for business purposes only

- Credit card limits will be established based upon role and responsibilities and will not exceed $10,000.
- If a greater limit is needed for a particular employee, a request may be submitted by the employee's supervisor, and approved by the Controller or CFO.
- No personal items should be charged to Aspire issued credit cards.
- Should an employee experience two (2) violations in a three (3) month period, they will be subject to at least one (1) month suspension on credit card privileges.
- Continual violation of credit card policies may result in cards being canceled.
- Credit cards may not be used to pay for invoices from vendors unless authorized by the CFO and Controller.

Each cardholder is expected to do the following in regards to receipts and reporting:

- Complete credit card reconciliation (statement review).
- Provide copies of corresponding receipts within stated deadline to online site. Receipts should be itemized and show entire details of what is purchased, especially for meals and restaurants (a credit card charge slip or statement is not sufficient).
- Maintain original receipts and send to Finance team employee upon request.
- When providing receipts, cardholders are expected to provide a brief description of purchase, provide codes such as object and resources, and ensure receipts uploaded are viewable.
- When receipts are missing, cardholders must complete Missing Receipt Acknowledgement Form which is uploaded as receipt image in lieu of receipt and approved by the cardholder's supervisor.
- Follow-up on any erroneous charges, returns, or adjustment to ensure proper credit is given on a timely basis.
- If card is lost or stolen, contact the Assistant Controller and Wells Fargo immediately to report.

## VI. Invoice Approval & Processing

Aspire Public Schools invoice approvals are mostly automatically generated by the purchasing system (Coupa) approval chains, which are driven by the Home Office and School Site/Regional Approval Matrices identified in the section regarding Authorized Approvers and Authorization Limits. Other invoice approvals are done manually via signature or email. Invoice approvals are completed prior to recording the invoice in the accounting system and subsequent payment.

Aspire Public Schools, whenever practical, shall pay invoices within 30 days of their issuance, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30 days may be put on a payment plan, allowing a monthly payment agreeable to both the organization and the vendor, unless another arrangement is reached agreeable to both the charter school and the vendor.

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the Accounts Payable Accountant who shall ensure timely payment or the development of payment plans to be approved by the CFO. The Accounts Payable Accountant also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount, payable description, and account. Payments of invoices shall be processed weekly. All purchases in excess of $250,000 shall be approved by the Board of Directors. All invoices will be approved by the CEO, CFO, Department Head, or appropriate School Leader prior to payment. No payment will be made without a properly approved invoice or other supporting documentation. All contracts that equal or exceed $250,000 shall be approved by the Board of Directors.

## VII. Cash Disbursements & Wire Transfers

The following internal controls are in place for disbursements:

- Pre-numbered checks and special check protective paper
- Match disbursement records against accounts payable / open invoice files
- Bank statements reconciled to cash accounts and any outstanding checks verified
- Separation of duties to the extent possible for an organization of Aspire Public Schools' size
- The CEO, CFO, and COO are designated as check signers.
- The CEO, CFO, Director of Finance, and Controller are authorized administrators on the Wells Fargo CEO Portal to manage electronic banking
- Blank checks will be held at Aspire Public Schools and locked in a cabinet or safe. Check signers will not have access to the cabinet or safe.
- Voided checks shall be retained to ensure proper maintenance of checking account records

## A. DISBURSEMENT PROCEDURES

Aspire utilizes Wells Fargo Payment Manager Software to process their checks. Wells Fargo must be provided with the appropriate information in order to write the checks on the Aspire's behalf. The software extracts the check batch to be processed from MIP, and uploads the batch for CFO or Controller approval. The CFO or Controller review the individual items and details in the payment batch prior to releasing the batch to Wells Fargo for processing.

The CFO or Controller examines the batch as compared to their AP aging detail to ensure that the items being paid are in accordance with their approval. If there are items that need to be removed/added/edited, the CFO or Controller returns the batch to AP team at which they will modify the batch. The batch then is resubmitted, and the cycle starts over.

Once the batch is approved by the CFO or Controller in whole, the custom software transmits the necessary data to Wells Fargo for payment, and the batch is posted by AP in MIP.

If physical checks need to be printed, they are created by the AP team, and given to the CEO, COO, or CFO for verification, approval, and signature.

Authorized signers of checks are CEO, COO, or CFO. The checks are given back to the AP team to be mailed. The voucher package is filed by vendor in filing cabinets.

The AP team handles the transmission of the positive pay data to ensure that Wells Fargo honors all manual checks processed in office. The mailing of checks by AP is not deemed a significant risk as the bank will only process those checks that are listed on the positive pay file. Positive pay data submission is not necessary to be done by the AP team for checks processed by Wells Fargo because it is already done automatically when the file is submitted.

Payment Manager processing through the Wells Fargo Link (custom software application) is our main processing method for checks and ACH payments related to AP expenses or AP vendor payments. The CFO and Controller are the only authorized individuals at Aspire to have access to log in to the Wells Fargo Link, thus, mitigating risks relating to unauthorized transmittal. In addition, the software does not modify data from MIP or add to data already in MIP. The batch must be processed on same terms as other payments that would be printed on site.

On occasion, the CEO, CFO, and Controller have access and may process an ACH payment batch through SAFE Transmission on the Wells Fargo CEO Portal. Payment

files are created through text files generated from MIP by the AP team and then reviewed by the CFO, Controller, or Director of Finance prior to processing. CNOTE confirmations are directed to the team from the CEO portal after a successful transmission has been processed.

### B. WIRE TRANSFERS

Intra-company transfers (fund transfers between Aspire Public Schools owned bank accounts) can be executed by the CEO, CFO or Controller as necessary to make Funds available in the operating accounts.

Wire transfers out of Aspire Public Schools accounts to Vendors require standard purchase documentation (e.g., either contracts, or Purchase Orders, Invoices and Payment Approvals) and must be initiated by the Staff Accountant or Assistant Controller and approved Controller, Director of Finance, CEO, or CFO.

## VIII. Petty Cash

### A. OVERVIEW FOR PETTY CASH

- Each Aspire Public Schools school site is allowed to have up to $200 in Petty cash for day-to-day purchasing needs of less than $25 per purchase.
- Petty cash can be reimbursed from the Home Office as quickly as a monthly basis upon receipt of the school ledger and receipts. Otherwise, reimbursements will be done as reported by the schools.
- Petty cash is to be controlled by the Office Manager or Business Manager of the school site.

- Each school site with petty cash must report a ledger with receipts at least once per year.
- Each site should have a petty cash box (with a lock) and a receipt book. The Home Office will send each school site a petty cash ledger (spreadsheet).

### B. USE OF PETTY CASH

Petty cash should be used to purchase items such as:

- Emergency stamps
- COD package

- Pizza for a group of teachers/staff who help you get ready for an evening event, etc.
- Large pizza purchases are not permitted
- Treats, such as donuts or coffee, for parents or staff for support of an event

### C. HOW TO MANAGE PETTY CASH

In order to use petty cash you need:

- A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
- Signature of person receiving funds acknowledging receipt of money.
- The reason for the reimbursement listed on the paper.
- Your signature authorizing the transaction.
- A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original petty cash Ledger and receipts are due to the AP Team at the Home Office

### D. HOW TO REPLENISH PETTY CASH

Petty Cash can be replenished by sending the following documents to Home Office AP Team:

- Petty Cash Ledger
- Receipts attached paper
- Petty Cash Count sheet with signatures verifying accuracy

Once the AP team receives all the necessary information, a paper check will be issued to the school site where it can be cashed and then added back to the petty cash box that is locked up.

## IX. Employee Expense Reimbursement

### A. PURPOSE

The purpose of Aspire Public Schools' expense reimbursement policy is to:

- Maintain effective controls on resources

- Authorize reimbursement to teammates for reasonable and appropriate business purposes
- Ensure expenses are in compliance with IRS, state, and/or granting/funder agency regulations
- Ensure that resources are wisely used to achieve the organization's mission

All employees of Aspire Public Schools are eligible to submit expense reimbursements, documented with receipts, through our expense reporting system and are expected to do so in a timely fashion. All expenses must be approved by a supervisor or authorized person other than the employee before payment. Employees should make every effort to submit requests weekly or within 30 days of incurring such expense. Items submitted **45 calendar days** after the date it was incurred may not be reimbursed.

Reimbursements typically occur weekly on Thursday's but may vary due to holidays or Home Office closures. Once a supervisor has approved a report, it will go to the Accounts Payable team to process the payment. The Accounts Payable team will utilize direct deposits as the method of payment to expedite reimbursements to employees where direct deposit have been set up. It may take up to **7 business days** from the supervisor approval for a reimbursement to be issued to a staff member.

## B. EXPENSES ELIGIBLE FOR REIMBURSEMENT

Aspire Public Schools will reimburse employees for reasonable, necessary, and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, postage, supplies, meals, gas for rental cars, air travel, rental cars, and lodging. Below are specific guidelines for reimbursement of mileage, air travel, car rentals, other transportation, hotels, and meals and entertainment.

## C. EXPENSES INELIGIBLE FOR REIMBURSEMENT

Aspire must adhere to certain guidelines as set forth by the California and Tennessee Department of Education for the use of State and Federal funds. The following is a list of non-reimbursable items:

- Personal expenses or family member expenses
- Alcohol and tobacco (with exceptions noted in the Aspire Alcohol Policy)
- Laundry or cleaning expenses
- First class tickets or upgrades
- Early check-in fees for hotels, flights, and reservations
- Travel insurance

- Room upgrade fees
- Membership dues at any country club, private club, athletic club, or tennis club
- Baggage fee for less than 3 nights stay
- Hotel gym or health club fees
- Massages or spa services
- Traffic citations
- Movies or PPV in hotels
- In room minibar items
- Clothing or jewelry purchases
- Fee for obtaining background check and/or TB clearance test
- Cash advances
- Political contributions or donations

Common purchases from common vendors used on an ongoing basis exceeding a $1,000 threshold should not be charged to personal credit cards. Instead, expenses exceeding the threshold of $1,000 should be entered in Coupa as either a check request, or purchase order. Employees should follow up with their Office Manager about this process.

## D. SUBMITTING AN EXPENSE REIMBURSEMENT

The following guidelines must be followed to avoid delay in reimbursement of expense reports:

- When an expense is incurred, the original itemized receipt should be scanned or saved in PDF or JPEG format. Original receipts should be maintained by the employee for their own records. Receipts are required for all items above $25, and items $25 and below without receipt support may be rejected.
- A clear explanation of the expense should be provided in the expense template, so the supervisor and the Accounts Payable team (AP) can understand what the money was spent on. For meals, the business purpose of the meeting and the names and positions of all the attendees should be noted.
- The Expense Reimbursement Template should be completed. Select the project/site code affiliated with the expense report.
- When submitting business airline/mileage/car rental for reimbursement, follow the guidelines specific to those sections of the policy.
- Click on the “submit” icon located on the bottom of the page in order for the report to go through the appropriate approval chain process.
- Managers/Supervisors are responsible for reviewing that expenses are reasonable in amount, appropriate based on the employee’s responsibilities, supported by a receipt, coded accurately, and consistent with Aspire Public School’s expense policy prior to approving.

## 1. Mileage

Employees can be reimbursed for the cost of driving their personal car on Aspire Public School business (2019: Currently 58 cents per mile). The trip must be reasonable and necessary and approved by an employee's supervisor. Mileage must be submitted in the following format as displayed in the line item description: "Home Office to Monarch"; or "CV Regional office to CHA".

Note that an employee cannot be reimbursed for a "normal" commute. For example, if an employee has a normal 2 mile round-trip to work, and is assigned on a particular day to go to another location and that round trip is 10 miles, the mileage reimbursement will be for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or a Senior Leadership Team (SLT) member.

Aspire Public Schools is not responsible for parking tickets, or moving violation tickets.

## 2. Air Travel

Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to do the following when purchasing flights:

- Purchase airfare in Economy class or equivalent. If Economy class is unavailable, the employee must obtain approval from the CFO or Controller before purchasing a ticket.
- Purchase airfare at least 14 days ahead of travel when possible. Tickets purchased less than 14 days in advance must be approved by the employee's supervisor in advance of purchase.
- If airline flights provide a credit for refunds with regards to business airfares which Aspire paid for, the refund should be reimbursed to Aspire Public Schools.
- When expense reimbursements are submitted, it must include the following description: Order confirmation number/itinerary number, and date of travel. For example: AEX1234 and 05/31/17.
- Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.

- Airline baggage fees for trips lasting two nights or less are not allowable, unless traveling with a discount airline. Charges incurred for baggage on domestic flights should not exceed $50 per flight.

Aspire Public Schools is not responsible for lost, stolen, or damaged luggage. Should this occur, the employee is responsible for filing a claim with the airlines and/or the employee's own insurance company. If change fees are applicable due to a change in flight, the expense must be approved in advance by the employee's supervisor. Aspire Public Schools does not reimburse for early check-in.

**California/Memphis Air Travel:** In a continued effort to contain travel costs, Aspire has instituted a cap on flight expenditures in California and Memphis. The following limits will be in effect for round trip flights between these regions (based upon making a reservation at least 14 days in advance of departure):

- Memphis--Los Angeles & SF Bay Area - $500
- Memphis--Sacramento - $600
- SF Bay Area--Los Angeles - $250
- Sacramento--Los Angeles - $250

Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed.

## 3. Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (uber, taxis, public transit, and personal vehicles) are not available. Aspire Public Schools' corporate account with Enterprise should be utilized as much as possible because it will typically provide the best rate and may provide the best deal. The link to the Enterprise Corporate booking site is here. Aspire Public Schools employees are expected to do the following when booking rental cars:

- Rent "mid-size" models or lower and not exceed $40 per day base rate
- Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency
- Aspire Public Schools will not be responsible for damages that occur during business use of either a personal or rented car
- Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor

- Refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company
- Car rentals should be submitted in the line item description as follows: (Order number/itinerary number & service date(s) incurred)

## 4. Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

- Uber/Lyft/Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling
- Public transportation used instead of taxis when traveling out of town
- Train Fares

## 5. Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an overnight stay is required.

- Aspire Public Schools employees are expected to stay in standard business class lodgings, and room rates are expected to be reasonable for the location, otherwise are subject to rejection and may not be reimbursed. Below is an approved list of hotels and lodging within each of our regional locations:

**Bay Area Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Bayside Hotel / Best Western | 1717 Embarcadero, Oakland, CA 94606 | 510-356-2450 | $165 | See Google Doc HERE |
| Executive Inn | 1755 Embarcadero, Oakland, CA 94606 | 510-536-6633 | $149 | See Google Doc HERE |
| Oakland Marriott City Center | 1001 Broadway, Oakland, CA 94607 | 510-451-4000 | 12% off stay | See Google Doc HERE |

**Central Valley Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Holiday Inn Express | 5045 S State Highway 99 E Frontage, Stockton, CA 95215 | 209-946-1234 | $129 | See Google Doc HERE |
| Hilton Stockton | 2323 Grand Canal Blvd. Stockton, CA 95207 | 209-957-9090 | $139 | See Google Doc HERE |

**Los Angeles Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Embassy Suites | 8425 Firestone Blvd, Downey, CA 90241 | 562-861-1900 | 10% - 15% off stay | See Google Doc HERE |
| Millennium Hotels | 506 S Grand Ave, Los Angeles, CA 90071 | 213-612-1511 | $185 | See Google Doc HERE |
| Crown Plaza | 6121 E Telegraph Rd, Commerce, CA 90040 | 323-728-3600 | $179 | |

**Memphis Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Sheraton Memphis Downtown Hotel | 250 North Main St, Memphis, TN 38103 | 901-527-7300 | $129 - $135 | See Google Doc HERE |

- For other hotels/lodging, use the current GSA per diem lodging rates below as a guide (rate per night excluding taxes). Reimbursements submitted in excess of these rates may not be approved:
    - Bay Area: $175
    - Central Valley: Sacramento: $135
    - Central Valley: Stockton/Modesto: $116
    - Los Angeles: $180
    - Memphis: $121

- Any lodging stay outside of that stated above must be approved by the employee's supervisor (written consent to be attached with receipts).
- Employees will not be reimbursed for a stay in a city longer than that is legitimately necessary.
- The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

- When work commitments require Friday and Monday trips to the same city, employees are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
    - Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
    - Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

### 6. Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Please see below for breakdown of Aspire's maximum daily reimbursement of $60:

- Breakfast (6:30 am – 11 am) $10 including tip
- Lunch (11:30 am – 4:30 pm) $20 including tip
- Dinner (5 pm – 9 pm) $30 including tip

It is not acceptable to purchase one meal for one person at the daily maximum of $60.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- An itemized receipt of food/drinks purchased as well as the description of purpose of meal is required. This must include the number of individuals and the names of those attending, their titles, business relationship, if applicable, and business purpose of meal and/or entertainment.

- Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.

### 7. Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

Note: Please verify with the Office or Business Manager if certain orders can be placed through the punch out catalog through Coupa in which vendors can automate invoices through the software. This will provide an additional discount when using the catalog, and diminish excess charges on personal credit cards.

## X. ALCOHOL POLICY

Per California Education Code Section 32435, no school district, county board of education, or county superintendent of schools can expend public funds on the purchase of alcohol. In addition, the risks associated with the consumption of alcohol at events sponsored by Aspire Public Schools must be actively managed. The purpose of this section is to outline when and how alcohol expenses at Aspire Public Schools-sponsored events will be reimbursed and how to manage the risk associated with serving alcohol.

No alcohol purchased for an Aspire Public Schools-sponsored event can be paid for with public funds. Any such expenses must be approved and paid for with private, unrestricted philanthropy. The following Aspire-sponsored events may include alcohol consumption paid for with private funds:

- Annual Town Halls
- Annual Leadership Retreat
- All-Principal Meetings
- All-Directors Meetings
- Region, School or Department Retreats

Any other alcohol expenses must be reviewed and pre-approved by Chiefs, for department or other Aspire-wide events, or Area Superintendents for school or regional events.

All alcohol expenses must be coded as follows:

- Object Code: 5206 (Approved Beverages)
- Resource Code: 0000 (Unrestricted and will be covered with private funds)
- Site Code: Home Office Department (100-199); Regional Office (200, 300, 400 or 500)

The Chief Financial Officer will be responsible for monitoring the overall adherence to the policy and for ensuring that the organization has adequate philanthropic funds to cover the purchase of alcoholic beverages such that no public funds are used. In addition, the Chief Financial Officer will report back to the Chiefs if the budget for alcohol for these events has been exceeded.

The Accounts Payable team will be responsible for monitoring alcohol reimbursement / invoice payment requests and for ensuring that alcohol beverages are coded to a home office or regional office site and the appropriate object code. If the itemized receipt includes food and alcohol, the coding for the expense reimbursement must be split into parts to differentiate between the object/site code for food and the object/site code for alcohol.

**Risk Management**
Aspire has an obligation to manage the risk exposure when alcohol is being serviced at an event. Here are some suggestions that Area Sups and Chiefs can consider when hosting an Aspire organized event that includes the consumption of alcohol:

- Limit the number of drinks
- Offer cabs
- Include some language in the agenda about responsible drinking
- Serve food with the drink

# Asset Management

## I. Bank Statements & Reconciliations

### A. BANK RECONCILIATIONS

Bank reconciliations for all Aspire bank accounts are performed on a monthly basis by the Accounting staff. They are reviewed by either the Assistant Controller or Controller. Outstanding check lists are provided for each account in the reconciliation including a list of payroll checks for applicable accounts. The list of outstanding checks

for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. Phone calls and emails to vendors with outstanding checks are made typically after an item becomes 90 days old. The list of outstanding checks for payroll are sent to the payroll staff monthly for follow up. Phone calls and emails again are typically done after the item is 90 days old.

Reporting of unclaimed vendor or employee expense checks is performed after the check becomes 3 years old from the end of a given fiscal year. These items are reported to the California State Controller's Office on an annual basis. Unclaimed payroll checks are reported to the California State Controller's Office once the check becomes 1 year old from the end of a given fiscal year. Unclaimed payroll checks are reported on an annual basis.

# II. Cash Management

## A. CASH MONITORING

Day to day monitoring of cash balances within Aspire's bank accounts is managed by the Assistant Controller and overseen by the Controller and CFO. The main day to day operational bank accounts of Aspire for receipts and payments include:

- Wells Fargo California Checking account
- Wells Fargo Tennessee Checking account
- Umpqua California account (deposits only)

In addition, each school site has at least one bank account for specific school site receipts and payments (refer to school site ledger section).

On at least a weekly basis, the staff accountant or Assistant Controller prepares a summary cash position for the main bank accounts together with any cash balances within Government Money Market Funds and Treasury Bills (refer to Investment Policy Statement section). Based upon the cash projection for the week and month, including the timing of accounts payable, payroll and receipts, the Assistant Controller will recommend amounts to move to or from the Wells Fargo California Checking account. This is reviewed by the Controller, and if approved, cash transfers will be initiated and approved from within the Well Fargo CEO portal or Umpqua banking portal. Wire transfers are initiated within Umpqua by the staff accountant and approved and released by the Controller, Director of Finance or CFO. Cash transfers to or from the Government Money Market Funds are executed by the Controller,

Director of Finance or CFO upon approval by the CFO. The Government Money Market Funds are accessed through the Wells Fargo CEO portal and cash transfers are restricted to only flow to and from the Wells Fargo California checking account.

Refer to the following sections for more specific cash receipts and payment processes:

- Cash Receipts & Deposits
- School Site Deposit Process
- Invoice Approval & Processing
- Cash Disbursements & Wire Transfers
- Petty Cash

### B. BANK SIGNATORIES

The CEO, CFO and COO are authorized bank signatories. Limits of authority are set out in the Authorized Approvers & Authorization Limits section within the fiscal control policies.

### C. ONLINE BANK ACCESS

Access to the Wells Fargo CEO and Umpqua portals is controlled by the Controller, Director of Finance and CFO. No other roles have access to administration. All transactions within the Wells Fargo CEO and Umpqua portals (with the exception of Government Money Market Fund transfers) require dual custody, meaning that no one individual can enter and approve a transaction or add/edit services to a user profile without the review and approval of another. Access to the Government Money Market Fund transfers is restricted to the CFO, Controller and Director of Finance.

## III. Investment Policy

### A. SCOPE

This policy applies to those state and private funds of Aspire Public Schools that may be used for any purpose and are defined by an unrestricted resource code under the general ledger chart of accounts. It also applies to restricted private donor funds which are not limited from investing (hereinafter "Cash"). Cash *excludes* all 2015 and

2016 Bond proceeds, which are not investable. The purpose of this policy is to set forth guidelines for the investment of the Cash. This policy also defines how decisions regarding the management and investment of Cash shall be made.

## B. ROLES AND RESPONSIBILITIES

Aspire Public Schools' Board of Directors has delegated the authority to invest or reinvest Cash of Aspire, and to manage Aspire's investments, to the Chief Financial Officer ("CFO"). The CFO or Controller shall be responsible for communicating this policy to brokers and investment advisory firms. The CFO or Controller shall also be responsible for executing transactions, authorizing specific investment instruments and managing liquidity in accordance with this policy. The Board of Directors shall not approve the purchase or sale of specific investments and shall not make decisions regarding the management of Aspire's investments. The CFO or Controller will be responsible for reporting the investment performance, account balance and asset allocation to the Board of Directors at least quarterly in conjunction with the Board of Directors' review of financial statements. Such report shall include information necessary for the Board of Directors to review the investment portfolio, review the practices and procedures of the CFO, and review whether the investments comply with the Investment Policy Statement and whether Aspire has adequate funds to meet its obligations. The Controller is also responsible for monitoring the available Cash to be invested. This will be done by calculating quarterly the funds received by the state or private donors that is restricted by purpose, and in the case of private donor funds is also restricted from investing (hereinafter "Restricted Cash"). The Restricted Cash balance will be maintained in the Aspire checking accounts over the course of the following quarter, and adjusted for any significant Restricted Cash received or expended. Any additional money will be treated as Cash available to invest.

## C. INVESTMENT PHILOSOPHY

This policy establishes the underlying goals of Aspire Public School's investment strategies and identifies the types of investment vehicles eligible for company investment. Goals of investment instruments are in priority order:

1. Protect and Preserve Principal – minimize the probability of a loss of principal value.

2. Provide appropriate level of liquidity for Aspire's cash needs by ensuring that an adequate allocation of cash equivalent securities is maintained and that the other investments can be readily converted into cash if necessary
3. Earn a suitable amount of interest income considering the objectives of preserving principal, liquidity and prevailing market conditions.

In order to achieve these objectives the portfolio will approximately match the anticipated cash needs.

## D. INVESTMENT PORTFOLIOS

Aspire Public School's Cash and investments are grouped into two categories: Operating Cash and Core Cash.

**General Maturity Parameters**:

1. Operating Cash:
    - Provides short-term liquidity for day-to-day operating needs. The maximum maturity of any security shall not exceed 1 month. The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days.

2. Core Cash:
    - Provides a buffer of short-term liquid securities, readily convertible to cash. The maximum maturity of any security shall not exceed 1 year and the weighted-average portfolio maturity shall not exceed 9 months. The core cash portfolio will represent the remainder of cash not invested in the Operating Cash Portfolio.

## E. DIVERSIFICATION PARAMETERS

It is the policy of Aspire Public Schools to maintain appropriate asset diversification. To adhere to this policy the investments shall be diversified by:

1. Limiting investments to overconcentration in securities from a specific issuer or business sector (excluding U.S. Treasuries/Securities)
2. Limiting investments in securities that have higher credit risk
3. Investing in securities with varying maturities

4. Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations

## F. ELIGIBLE INVESTMENTS

The following is a list of authorized security types. However, a particular investment being listed as authorized is necessary but not sufficient criterion to make it an appropriate investment. Each individual investment should be assessed within the context of the current market environment to determine if it adheres to policy objectives:

1. U.S. Treasury Obligations
2. U.S. Agencies and Government Sponsored Enterprises
3. Government Money Market Funds

## G. INVESTMENT ALLOCATION MATRIX

| Investment Type | Quality Criteria | Maturity Limit | Asset Class Limits | Issuer Limits | Eligible Investment Portfolio |
|---|---|---|---|---|---|
| U.S. Treasury Obligations | Full Faith and Credit of U.S. | Up to 12 Months | 100% of Portfolio | Unlimited | Operating, Core |
| U.S. Agencies and Government Sponsored Enterprises | S&P >= AA-/A-1+<br>Moody's >= Aa3/P-1<br>Fitch >= AA-/F1+ | Up to 12 Months | 100% of Portfolio | Up to 40% of Portfolio | Operating, Core |
| Government Money Market Funds | S&P >= AAAm<br>Moody's >= Aaa-mf<br>Fitch >= AAAmmf | N/A | 100% of Portfolio | 50% of Portfolio and up to 3% of Money Market Fund assets | Operating, Core |

Should any of the investments become out of variance based on the tolerance levels or limits noted above, timely communication will be made to the CFO in order to resolve the discrepancy.

## H. DELEGATION AND AUTHORIZATION

Authority to manage Aspire Public School's investment program is delegated to the CFO, who shall be responsible for managing all investment transactions and may

delegate ministerial functions, such as initiating investment transactions approved by the CFO, to qualified Aspire staff. The titles of individuals currently fulfilling the following positions are authorized to initiate transactions on behalf of Aspire Public Schools: CFO, Controller and Director of Finance.

## I. ADVISOR – BROKER RELATIONSHIP

The CFO shall choose investment advisory firms and brokers involved in Aspire Public Schools' investment program after reviewing options presented by the Controller. The Controller shall administer the program and maintain relationships with advisory and brokerage firms. Such firms shall work through the Controller for managing individual investment vehicles and communicating with Aspire Public Schools.

## J. INVESTMENT POLICY EXCEPTION

All exceptions to this policy will require approval by the CFO.

Exceptions may include the following circumstances:

1. A permitted security will have a minimum of two of the three required ratings from Standard & Poor's, Moody's or Fitch. If a purchased security falls below the minimum rating requirement, the security will be reviewed by the CFO.
2. A security with a single rating may be purchased if it meets the minimum ratings criteria. Securities with two or more ratings are acceptable if at least one rating meets the minimum ratings criteria set forth herein.
3. Security and portfolio allocation limits will be determined at the time of purchase. If an asset class surpasses the appropriate allocation limit due to changes in the overall portfolio, the CFO shall be notified and will review the portfolio to determine if any course of action is necessary.

## K. OPERATING COVENANTS CONSIDERATION

It is the intention of Aspire Public Schools to comply with both its banking and annual 2015 and 2016 bond covenants. The implementation of this investment policy will consider the impact of those covenants and any future covenants before an investment transaction is authorized.

## L. INVESTMENT POLICY REVIEW

The CFO will regularly review and modify the terms of this Investment Policy Statement as the CFO deems necessary. Prior to any changes being implemented, the CFO shall present this Investment Policy Statement to the Board of Directors for review. The CFO shall present this Investment Policy Statement to the Board of

Directors for review at least annually. The Board of Directors shall review the Investment Policy Statement and recommendations of the CFO on revisions to it, but shall not take any action or direct the CFO to take any action with regard to Aspire's investment policies, or otherwise formulate or approve any of Aspire's investment policies.

## M. INVESTMENT POLICY APPROVAL

The Investment Policy Statement was reviewed and most recently approved by the Aspire Public Schools CFO on June 12, 2018, and reviewed by the Board of Directors on June 21, 2018.

**OPERATING PROCEDURE REGARDING INVESTMENTS**

This is a supplemental page on operational procedures for our investment policy is not a part of the policy:

1. On a weekly basis, the Assistant Controller prepares a Cash analysis of all cash held in CA and TN checking accounts as well as the balances in the Securities account.

2. In the cash analysis, there will be three checks for compliance in regards to the policy:
    a. To ensure we meet our Restricted Cash balance requirement
    b. To ensure we meet our Operating Cash balance requirement
    c. To ensure we meet the issuer limits requirement for each of our investments

3. Restricted Cash Balance Requirement: Restricted Cash is identified by using specific resource codes under the general ledger chart of accounts. On a quarterly basis (3/31, 6/30, 9/30, 12/31), a trial balance of all cash and investment codes is analyzed to identify all positive Restricted Cash balances (sometimes a restricted resource code can be negative, or overspent, due to timing in receipt of funds). The total amount of all the positive Restricted Cash codes at the end of a given quarter will be the amount of cash we must maintain within our checking accounts for the upcoming quarter. Unless there are significant Restricted Cash funds received or expended during a quarter, we will not modify the Restricted Cash balance to be maintained during the quarter.
    a. Due to changes of cash flow during each quarter, cash balances in checking accounts will be analyzed on a weekly basis to ensure we meet our Restrict Cash balance requirement for the quarter. Funds will be moved to and from the investment and checking accounts to ensure compliance.

4. Operating Cash Requirement: The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days. We must keep sufficient

liquidity to meet this requirement. Cash in our checking account combined with securities maturing over the next 30 days will used to calculate Operating Cash.

5. In order to maximize the available Cash to be invested, the Finance team must ensure it is spending Restricted Cash throughout the course of a year (Historically, we have waited until year end to spend certain funding). The Assistant Controller and Director of Finance are responsible for coordinating the spending of Restricted Funds throughout the year.
    a. EPA and SB 740 Funding are examples of two types of Restricted Cash resources that we need to begin allocating expenses for throughout the year
    b. Pyramid Peak funds in TN will also need to be analyzed quarterly to ensure we are spending them down in a timely fashion
    c. Resource 7338 (College Readiness Grant) and Resource 6264 (Educator Effectiveness Grant) will be spent down throughout FY17/18.

# IV. School Site Ledgers

## A. SCHOOL SITE CHECKING ACCOUNTS

Aspire has created one checking account for each school it operates and has opened three additional checking accounts at schools to support Student Body groups, Field Trip fundraising, and other Development teams. Each school site checking account is monitored on a weekly basis by the Accounting team to manage cash balances and sweep any excess funds deposited to the school's general fund.

The School Site Checking accounts are to be utilized by the school sites for making deposits of donations or fundraising proceeds and to issue checks for the expenditures less than $250. Office Managers/Business Managers are responsible to keep support documents and maintain the ledger up to date by using the Online School Ledgers.

***Deposits:*** Deposits must be made at least once a week. Prior to deposits, Office Managers/Business Managers should make copies the checks. Copies of checks are kept at the school for internal financial records. The Deposits Summary Sheet must be filled with deposits breakdown and check/cash count and verified by two personnel including Office Managers/Business Managers.

Mealtime payment should not be deposited to school site account. It should be deposited to Aspire's main checking account and all backup documents should be sent to Home Office by courier.

In cases where a parent has written a bad check repeatedly, a School may request other form of payment using the NSF Check Letter.

***Check Payments:*** Check payments are limited to $250 per check. Writing multiple checks to pay for expenses greater than $250 is prohibited. Office Managers/Business Managers must obtain an invoice or receipt to write a check. Where invoices or receipts cannot be obtained, appropriate detail documenting the expense should be supplied. A Principal is the sole signer of checks. In absence of a Principal, the Area Superintendent may appoint an Interim Principal or other authorized person to sign checks.

***Online School Ledgers:*** Within 5 business days of the transactions, Online School Ledgers must be updated with applicable documents uploaded. Coding and procedures are available here.

# V. Nutrition Application Collections & Payment Procedures

## A. APPLICATIONS & ELIGIBILITY

1. The school distributes an application with "Food Service Policy" to all households. Every household is encouraged to return it to designated school personnel as soon as possible within the first week of school.

2. School personnel verify that applications are complete and send completed applications to Aspire FS main office **same day** of receipt from a household.

3. The Aspire FSA determines the eligibility of students by inputting data from the completed household Free and Reduced applications into Mealtime Applications Software which has the state's 2017-2018 eligibility scale. The Aspire FS sends notifications of eligibility the appropriate households and ensure that eligibility is reflected in the school's MealTime system.

4. The Aspire FSA selects the required number of households to verify income and sends "Names of Selection for Verification" to the school, and mail notifications to the appropriate household. If a household does not respond

within a week of verification deadline, the school personnel contact the household and documents that contact. The school sends all household responses and documented contacts to the Aspire FS before the verification deadline.

a) *If household has responded before the deadline*, the Aspire FSA sends a "Notification of Eligibility" to the household and ensures that eligibility is reflected in the school's MealTime system.

b) *If the household does not respond before the deadline,* the Aspire FSA sends a "Notification of Denied Benefits" to the household and ensures that the school's MealTime system reflects a "paid" eligibility for all students from the household. If the unresponsive household wishes to re-apply, the Aspire FS requires any **new application to be accompanied with the documentation requested during the verification time period**.

## B. PAYMENTS/CHARGES

1. Payments are collected in the school front office by the Office Manager/Assistant, Cafeteria Manager, or online. Payments can be made by students or parents on a daily, weekly, or monthly basis. Notification is given via phone or mail to accounts that have hit their charge limit, so identification is not made in the service line. Each student is allowed to charge up to 3 meals. Once a student accumulates 3 charged meals on an account, the Paid student can no longer be served without prepayment. Billing Statements will go out once a week. If payments are continually late, charging privileges are terminated and prepayment is required.

2. The money received is counted by the cafeteria manager daily. At the end of each week the office manager deposits the money into the bank. All records are sent to a home office. The home office accounting department reconciles the deposited money.

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NOTE: The only protected classes covered under the Child Nutrition Programs are race, color, national origin, sex, age, or disability. – U.S. Department of Agriculture Letter, May 24, 2013

# VI. Fixed Assets

## A. PURPOSE AND OVERVIEW

Aspire Public Schools utilizes Sage FAS Depreciation 2017.1 accounting software to record, track, and report on all fixed assets. All fixed assets will be tagged, recorded, tracked, and reported by the Accountant at the Home Office in Oakland. Examples of fixed assets include but are not limited to: land, buildings, vehicles, equipment, and furniture. Having a tracking system such as Sage FAS Depreciation benefits Aspire Public Schools because it:

- Provides Aspire with a system to value, track, and report items with significant value for accounting purposes. It helps also in meeting State and Federal Account requirements.
- Assists in providing useful information for Risk Management/Insurance purposes.
- Easy use in identifying assets and yearly inventory processes.

## B. DEFINITION

Aspire Public Schools defines a fixed asset as an item, tangible in nature, with a per unit value of $5,000 or greater, and having a useful life in excess of one year. Fixed assets are acquired by purchase, through construction, or donation. One exception to the per unit value rule is furniture and equipment. Bulk furniture (Object code 9443) and equipment (Object code 9444) purchases greater than $5,000 should be capitalized as its useful life is typically around 7 years or greater.

The use of fixed asset is synonymous with the term capital asset.

## C. ACQUISITION

Typically, transactions that become fixed assets are initiated by a purchaser (who requests a purchase through a PO) and authorized by a principal or a manager. The asset goes through the AP process and is posted into the general ledger. Other projects initiated by the school sites or Facility Manager can be capitalized as well as long as it meets the per unit value requirement of $5,000. It is not uncommon for Aspire to receive an asset donation and in this situation the asset will be recorded with a journal entry by the Accountant at the Home Office. Donated fixed assets to the organization will require a letter or other documentation stating specific details such as value and description of the particular asset. Routinely, the Accountant reviews all general ledger transactions for items coded to the fixed asset accounts and items that may be miscoded to an expense account. The Accountant also meets regularly with the Facilities Manager to discuss updates on projects ongoing at school sites (Refer to the “Fixed Assets Additions-Disposals” job aide for more details on procedures for acquisitions of assets).

## D. TRACKING OF FIXED ASSETS

The Accountant at the Home Office is responsible for ensuring all fixed assets are tagged, recorded, tracked, and reported on. Routinely, the Accountant reviews the general ledger to identify fixed assets. Once an asset has been identified, the owner of the PO for the asset purchase will be contacted and notified that the asset will need to be tagged.

Within the Sage FAS Depreciation module, the Accountant is responsible for creating an active asset in the system and entering all applicable information. Typical information to be entered in the new asset created should be:

- Aspire Inventory tag number
- Acquisition date
- Description
- Account codes (Asset and accumulated depreciation account codes)
- Location
- Vendor/manufacturer
- Serial number (if applicable)
- Site/department
- Invoice number
- Quantity and total cost
- Useful life of asset

## E. TAGGING FIXED ASSETS

Tagging of a fixed asset will be facilitated by the Accountant. If the Accountant is not available to tag an asset, the tagging should be done by an IT member or School Administrator. Tags will be provided by the Accountant and a photo of the tagged item should be sent to the Accountant if he/she is not present in the tagging of the asset. A tag should be placed on the item(s) within two weeks of the acquisition.

Tags are used to more closely identify the asset and are very important to its proper disposal or transfer. Not every asset that is recorded is given an asset tag.

Examples of assets that are not to be tagged:

- Building/leasehold improvements
- Software
- Other intangible assets (land)

Examples of assets that are to be tagged:

- Computer equipment (servers, wireless networking equip.)
- Furniture
- Other equipment (storage containers, telephone systems, projectors)

It is critical for assets to be tagged properly so the tag will stay on for life of the asset. If tags do become detached or unreadable for any reason, the Accountant at the

Home Office should be notified immediately and the tagged to then replaced with a new one.

It is the responsibility of the Accountant to meet annually with IT Regional Managers to review computer hardware and software related items. The purpose of this meeting is to receive a current status on all equipment to make sure disposals or transfer occur on timely basis.

## F. DEPRECIATION

Depreciation calculations shall be executed in the Sage FAS Depreciation system once a month by the Accountant during the month-end closing process. The Accountant then prepares the entry into MIP (Accounting system) to record the depreciation amounts. Depreciation amounts are calculated based on the total value of the asset and the useful life. They are calculated on the straight-line method. Once all acquisitions for the month have been recorded in FAS system, the Accountant shall run the depreciation.

The useful lives of typical Aspire assets are as follows:

| **Asset Class** | **Example:** | **Useful Life (Years)** |
|---|---|---|
| Buildings | Classrooms/Gyms | 30 |
| Building Improvements | HVAC, Plumbing, Electrical, Flooring, Painting | 10-15 |
| Leasehold Improvements | HVAC, Plumbing, Electrical, Flooring, Painting | 10-15 or the remaining life of lease, whichever is shorter |
| Computer Equipment | Servers and hardware | 3-5 |
| Custodial Equipment | Floor scrubbers and polisher | 5-10 |
| Outdoor Equipment | Playground equipment, pumps | 10-15 |
| Furniture | Desks, chairs, cabinets, storage, etc | 5-7 |
| Computer Software | Admin and Instruction | 3-5 |

## G. PROPERTY DISPOSAL

If an item asset reaches its “end-of-useful-life” (as determined by a Director or Principal), the items will be classified as obsolete and disposed of. When an item is

determined to be obsolete, it is extremely important to take note of the tag number associated with it. This tag number is to be immediately reported to the Accountant at the Home Office once the asset has been disposed of. If the item does not have a tag number a description of the items being disposed shall be reported the Accountant to determine whether a disposal entry is needed.

There are situations where schools may be leaving a location and moving on to a new one. In these cases, the Accountant will be in close contact with the Office Manager at the schools location on the transfer, disposal, or sale of the schools assets.

## H. PHYSICAL INVENTORY

A physical inventory is necessary for accountability and control. It confirms the reliability that can be placed on the fixed asset accounting system by verifying the actual existence of items represented by the fixed asset records. At least annually, the Accountant at the Home Office will be responsible for coordinating an inventory check up with each school site. The schools will need to go through and see that all assets that have been tagged still have a tag and if they see tags that need to be replaced, the Accountant shall provide them with new tags. All information will be reported to the Accountant at the Home Office and all necessary updates will be performed.

## I. THEFT OR LOSSES

Upon discover of theft/loss or damage to school property, the campus or department must report to the Controller or Accountant at the Home Office. It is extremely important for a report to be made on the situation so that proper insurance claims can be filed in a timely matter. If applicable, a police report should be made and a copy of that report be submitted to the Controller. The claim shall be filed by the Controller with our insurance company CharterSafe.

## VII. Insurance

A. Aspire Public Schools maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:

1. Directors & Officers Liability
2. Employment Practices Liability
3. Fiduciary Liability
4. General Liability
5. Employee Benefits Liability
6. Educator's Legal Liability
7. Sexual Abuse Liability
8. Law Enforcement Activities Liability
9. Automobile
10. Excess Reinsurance
11. Crime/Employee Dishonesty
12. Property
13. Pollution Liability
14. Terrorism Liability
15. Student Accident
16. Cyber Liability
17. Employers Liability
18. Workers' Compensation

B. The Board of Directors, supported by the Chief Financial Officer and Chief Executive Officer, will periodically review Aspire Public Schools insurance coverage and may add or eliminate policies from time to time.

Aspire Public Schools requires proof of adequate insurance coverage from all prospective contractors.

C. The Chief Financial Officer (CFO) is responsible for procuring annual renewals with Aspire Public Schools' insurance broker. Following communication of relevant budget information, quotes for renewal will be procured by the CFO in advance of a policy's expiration and presented to the Board of Director's for review and approval.

# VIII. External Debt & Line of Credit

## A. OVERVIEW

Aspire's current debt and borrowings have taken four primary forms to date:

1. Short-term line of credit borrowing (3-6 months)
2. Medium-term working capital borrowing (1-4 years)
3. Long-term notes (5-10 years)
4. Long-term debt (> 20 years)

## B. INITIATING & AUTHORIZING

The initiation of new debt differs based on the type of need that is being financed. All new debt regardless of length must be approved by the Board of Directors. This includes the implementation and renewal of a line of credit.

Prior to securing any type of debt on a school site, the applicable charter authorizer must be notified in writing.

The need for short-term working capital is determined by doing monthly cash forecast of inflows and outflows and then securing a line of credit that is sufficient to meet our needs while providing a buffer to allow for delays in inflows or unplanned material outflows. In addition, Aspire is very focused on ensuring that cash does not cross "state" lines meaning that public revenue generated by CA schools are not used for TN school operations, and vice versa. Aspire manages its cash so that public revenue generated for each specific school is not used for any other school. The Controller and the Assistant Controller work closely with the Financial Analysts to create the cash projections for each school. If a cash shortfall is anticipated for a school, the Assistant Controller or Controller will present a recommendation with the amount to draw on the line of credit for the CFO to approve. Similarly, based upon the cash projections, the Assistant Controller or Controller will present a recommendation to repay amounts on the line of credit for the CFO to approve.

The initiation of medium-term working capital borrowing is initiated by the CFO upon approval from the Board. The purpose for medium-term borrowing is to provide capital for growth of new schools.

Aspire has used long-term debt to finance facilities. To date, Aspire has issued bonds on four occasions to finance the construction of thirteen school sites:

1. 2001: Bonds were issued to finance the construction of Aspire Lionel Wilson College Preparatory Academy; these bonds were retired as part of the 2010 bond issue described below
2. 2002: Bonds were issued to finance the construction of Aspire River Oaks Charter School and Aspire Ben Holt College Preparatory Academy; these bonds were retired in 2005 with the proceeds of Certificates of Participation that were issued on our behalf by Lodi Unified School District. In 2015 Aspire paid down the COPs by issuing a new bond (2015 series). This bond also funded the capital expansion for a new school, Aspire Ben Holt Middle School.
3. 2010: Bonds were issued to finance the permanent homes of 10 Aspire schools:
    a. Aspire Lionel Wilson College Preparatory Academy (refinanced the 2001 bonds as described below)
    b. Aspire Titan Academy (purchased the facility that was under a long-term lease with PCSD)
    c. Aspire Junior Collegiate Academy (purchased the facility that was under a long-term lease with PCSD)
    d. Aspire Alexander Twilight College Preparatory Academy (purchased the facility that was under a long-term lease with PCSD)
    e. Aspire Alexander Twilight Secondary Academy (opened in 2010)
    f. Aspire Langston Hughes Academy (opened in 2010)
    g. Aspire Port City Academy (opened in 2010)
    h. Aspire Golden State College Preparatory Academy (opened in 2011)
    i. Aspire East Palo Alto Phoenix Academy (opened in 2011)
    j. Aspire Pacific Academy (opened in 2010)
4. 2015: Bonds were issued to buyout the Lodi Capital lease and finance the permanent homes of 3 Aspire schools:
    a. Aspire Ben Holt College Preparatory Academy
    b. Aspire River Oaks Charter School
    c. Aspire Benjamin Holt Middle School

The 2010 Bonds were refunded in 2016. A new bond was issued in 2016 (Debt is held by College for Certain Inc).
Once the need for long-term financing is identified, the CFO works with a team of lawyers, underwriters, financial advisors and bond trustees to determine whether the financing terms are affordable for the site. Aspire's Board approves all bond-related documents prior to them being signed.

Similarly, the state construction bond programs (Props 47, 55 and 1D) are opportunities for us to finance new facilities. The programs require a detailed application that includes information on the desired area to build, the size of the school and the general demographics in the community where we plan to open the school. The programs are structured such that 50% of the total award amount is in the form of a grant and 50% is paid back to the state over 30 years. All documents are approved by the Aspire Board before signing.

## C. RECORDING & PROCESSING

When new debt is incurred, a copy of the loan terms is provided to the Staff Accountant or Assistant Controller to be recorded in MIP. An amortization schedule is created in our monthly reconciliation process to ensure that we are recording the proper balances in the proper categories (e.g. long-term vs. short-term and interest vs. principle). In overview, when debt is taken out, cash is debited and the related debt accounts are credited and vice versa when payments are made.

Payments made on debt take various forms:

- The Charter School Growth Fund payments on $1M loan will be made on the due dates; interest payments are due annually, and principal payments are due in 2016 & 2017
- Payments on the 2015 and 2016 bond series are withheld from our state apportionment prior to us receiving the funds.
- Prop 47 and 55 interest payments are made on a semi-annual basis and principal payments are made annually.

## D. RECONCILING & REPORTING

Each month, our close process ensures that the proper balances are recorded for each debt instrument. This is done by comparing the balances in the short- and long-term accounts against the amortization schedules. The close schedules are prepared by the Assistant Controller and reviewed by the Controller or CFO.

# IX. Intra-Organizational Loan Policy

## A. BACKGROUND

The Board of Directors of Aspire Public Schools (the "Board"), which operates California and Tennessee charter schools, is committed to safeguarding the organization's assets and ensuring compliance with all applicable state and federal laws and regulations regarding the use of its funds. To provide an accurate and auditable record of all financial transactions, the books, records, and accounts of Aspire Public Schools and each of its charter schools are maintained in conformity with generally accepted accounting principles (GAAP) as applicable to charter schools. Aspire Public Schools uses accounting methods that track the sources and uses of Aspire's and each school's funds and Aspire Public Schools does not commingle, i.e. blend, funds.

Charter schools depend on government funding, and from time to time Aspire Public Schools and its charter schools may experience funding shortfalls, government revenue reductions, unexpected cash flow needs, or funding deferrals that may cause cash shortages. The Board hereby adopts this Policy so that resources can be allocated from within the organization's charter school network and national office to ensure uninterrupted educational services and to safeguard against funding shortfalls. If a school, national or regional office does not have sufficient funds, Aspire Public Schools may, with Board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the national office and/or a regional office. This type of interfund transaction is referred to herein as an "intra-organizational loan". The purpose of this Policy is to ensure such loan transactions and balances, and the origin, source and use of the loan funds, are transparent, auditable, accountable and approved in writing.

The use of intra-organizational loans from one charter school to another charter school and/or the national office and/or a regional office operated by the same nonprofit public benefit corporation has been deemed appropriate by the California Fiscal Crisis and Management Assistance Team ("FCMAT") in its Charter School Accounting and Best Practices Manual published in 2017: "If a school or central office does not have sufficient funds, the CFO may, with board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the central office. As long as funds are not blended (i.e., as long as their identity, origin and source remain known and identifiable), loans between charter schools and school sites, interfund, interschool, interdepartment, or intra-organization loans, or due-to/from receivable/payable transactions are allowable." Likewise, according to the legal counsel for the California State Auditor: "a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds."

## B. POLICY STATEMENT

Consistent with FCMAT's and the State Auditor's guidance, this Policy permits intra-organizational loans from an Aspire Public Schools charter school that has surplus funds to another Aspire Public Schools charter school and/or the national office and/or a regional office so long as such loans adhere to the procedures set forth herein.

This Policy does not permit any loans to third parties, and does not apply to regular interfund transactions in the ordinary course of business between an Aspire Public Schools school's account and the Aspire Public Schools operating account, such as for reimbursement of cash disbursements made to vendors on a school's behalf or payment of payroll and benefits. As set forth in Aspire Public Schools' fiscal policies and procedures, regular interfund transactions are presented on the financial statements as interfund receivables or interfund payables based on the net account balance. In addition, Aspire Public Schools prohibits commingling funds to such an extent that the funds become blended. For purposes of this policy, blending means that the identity, origin, and source of the funds are lost or unidentifiable.

## C. PROCEDURES

The Chief Financial Officer ("CFO") of Aspire Public Schools or designee shall monitor Aspire Public Schools cash balances regularly. When there may be a need for funds at a school, the national office or a regional office, the CFO should assess the reserve funds available for all charter schools as well as the national and regional offices. If a school, national or regional office does not have sufficient funds, the CFO may seek Board approval to make a temporary intra-organizational loan.

All intra-organizational loans must be approved by the Board or designee and documented pursuant to an Intra-organizational Loan Agreement, which shall identify the "lender" and "borrower" accounts and include such terms as the loan amount, repayment period and repayment method (e.g., monthly or quarterly), and a determination that the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The CFO or designee shall ensure the balance of each intra-organizational loan and the origin, source, and use the funds are clear, open, auditable, and accountable. The CFO shall report to the Board as needed on the financial condition of the borrower and lender accounts, amounts outstanding, and anticipated repayment dates.

**Aspire Reserve Guideline**
**March 2019**

**<u>Purpose of the Reserves:</u>**

1. Organization objectives:
    a. Meet our bond covenants each year
    b. Build and maintain a responsible cash balance, that balances mission impact against cash needs for unexpected cash shortages
    c. Maintain an ability to respond to unexpected needs that a single school would not be able to manage
    d. Improve equity and responsibility for facilities: Removing deferred, non-routine maintenance from the allocation model, and assigning it to each school

2. School objectives:
    a. Push schools towards solid fiscal management, and multi-year budgeting
    b. Incentivize schools to save for the rainy day and the next recession's budget cuts
    c. Incentivize schools to care for their building, do routine maintenance, and avoid early replacement due to inadequate or incompetent daily and routine maintenance of their facility
    d. Ensure schools feel the benefit in future years from their budget sacrifices

3. Guiding Principles:
    a. Provide new schools or schools that are growing significantly (15% or more growth in students), with a 3-5 year window to build up their reserves

**Target Reserves Components and Calculation**

- The reserve policy below applies to school sites, regional offices, and home office

| Type | Target | Owner | Purpose | Benchmark/Recommendation |
|---|---|---|---|---|
| ***Budget Stabilization Fund*** | 10% of budgeted expenses | Org | (1) To protect against program cuts in response to state revenue deficit factors<br><br>(2) To meet bond covenants in years with state revenue deficit factors | FCMAT & CDE<br>Represents 5-6 weeks of expenses |
| ***Financial Reserve*** | 3% of budgeted expenses | Site | To help protect schools from unforeseen enrollment shortfalls, unexpected costs, and economic uncertainties | FCMAT & CDE |
| ***Deferred maintenance*** | Current target represents 2%-3% of replacement value | Sites save, sites pay; HO approves larger expenditures | (1) Have funds available to do major repairs and maintenance, and minor capital improvements<br><br>(2) Decoupled from facility allocation model, sites will have incentive to address deferred maintenance on an ongoing basis<br><br>(3) Will exclude large capital improvement projects (e.g. adding a multi-purpose room, adding portables), and capital improvements for new schools | National School Boards Association |

***Note: Reserves are calculated based on Unrestricted Net Working Capital (current assets minus current liabilities). It therefore excludes any restricted balances, fixed assets and long-term debt**.

| Type | Target | Owner | Purpose | Benchmark/Recommendation |
|---|---|---|---|---|
| ***Cash Reserve*** | 10% of budgeted expenses<br><br>Note:<br>Cash reserve may overlap with Targeted Reserves and must be unrestricted cash | Org | (1) To protect against program cuts in response to state revenue deficit factors<br><br>(2) To meet bond covenants in years with state revenue deficit factors | FCMAT & CDE<br>Represents 5-6 weeks of expenses |
| ***Site-based Reserve***<br><br>***(Optional)*** | 3% of budgeted expenses | Site | Sites may also set aside-site-based reserves to save for specific site-based expenditure. | |

**Allowable Use of Reserves**

1. Use of Target Reserves: Amount of reserves below target reserve
    a. Area Superintendent can recommend the use of target reserves of the lessor of 25% or $100,000 in an extenuating circumstance. Final approval must come from the Chief Financial Officer. Examples include:
        i. Site is severely constrained operationally
        ii. School is designated as a "spotlight school," and needs to invest in significant academic gains
        iii. Facility is deemed unsafe, and repair of the facility is needed immediately
        iv. Approvals to use more than $100,000 of target reserves per site must be approved by the Executive Committee or Board of Directors.
2. Use of Excess Reserves: Amount of reserves in excess of the target reserve
    **a. Site Reserves**
        i. Site leaders can propose to use the lessor of 25% or $100,000 of excess reserves to support their annual budget. These funds can be used for one of two purposes:
            1. To support instructional program implementation. These can be school based decisions, or organization wide decisions
            2. Necessary upgrades to a facility, as determined by the Director of Facilities and Chief Financial Officer
        ii. Area Superintendent and Chief Financial Officer must both approve the site's use of any amounts in excess of $100,000 (up to $300,000) in a given year
    **b. Organization Wide Reserves**
        i. In aggregate across Aspire, the Chief Financial Officer can approve no more than $3 million of excess reserve spending in a given year. Any amount above $3 million requires approval from the Executive Committee or Board of Directors.

If seeking Board approval of the use of reserves, the Chief Financial Officer must identify the need to access the reserves (including the type of reserve), and confirm that the use is consistent with the purpose of the reserves as described in this policy. This step requires analysis of the reason for the shortfall, the availability of any other sources of funds before using reserves, and identification of the time period during which the funds will be needed and replenished.

The Chief Financial Officer is responsible for assuring that the reserves are maintained and used only as described in this policy, and they will maintain records of the use and replenishment of funds.

**Review of Policy**

This policy will be reviewed by the Executive Committee or Board of Directors every three years, or sooner if warranted by internal or external events or changes.

# II.5
# Debt Schedule (including principal, interest due and term of debt)

**Charter School Facilities Program - Payment Schedule**

| | | | | | |
|---|---|---|---|---|---|
| | | | Occupancy Date: | 08/19/2013 | |
| Charter School: | Aspire Ollin Univ. Prep. Academy | | Disbursement Date: | 11/16/2012 | |
| Total Project Cost: | $19,669,826.00 | | First Payment Date: | 07/01/2014 | |
| Local Matching Share: | $9,834,913.00 | | Last Payment Date (LPD): | 01/01/2042 | |
| Relevant PMIA Interest Rate: | 2.000% | | Disbursement Date to LPD: | 29.15 years | |

| Payment | Payment Date | Principal | Interest | Payment | FY Payment | Prin. Balance | Amount Paid | Date Paid |
|---|---|---|---|---|---|---|---|---|
| | Totals: >> | $ 9,834,913.00 | $ 3,104,988.24 | $ 12,939,901.24 | $ 12,939,901.24 | | $ - | |
| 1 | 07/01/2014 | | 98,349.13 | 98,349.13 | | $ 9,834,913.00 | | |
| 2 | 01/01/2015 | 265,441.00 | 98,349.13 | 363,790.13 | 462,139.26 | 9,569,472.00 | | |
| 3 | 07/01/2015 | | 95,694.72 | 95,694.72 | | 9,569,472.00 | | |
| 4 | 01/01/2016 | 270,750.00 | 95,694.72 | 366,444.72 | 462,139.44 | 9,298,722.00 | | |
| 5 | 07/01/2016 | | 92,987.22 | 92,987.22 | | 9,298,722.00 | | |
| 6 | 01/01/2017 | 276,165.00 | 92,987.22 | 369,152.22 | 462,139.44 | 9,022,557.00 | | |
| 7 | 07/01/2017 | | 90,225.57 | 90,225.57 | | 9,022,557.00 | | |
| 8 | 01/01/2018 | 281,688.00 | 90,225.57 | 371,913.57 | 462,139.14 | 8,740,869.00 | | |
| 9 | 07/01/2018 | | 87,408.69 | 87,408.69 | | 8,740,869.00 | | |
| 10 | 01/01/2019 | 287,322.00 | 87,408.69 | 374,730.69 | 462,139.38 | 8,453,547.00 | | |
| 11 | 07/01/2019 | | 84,535.47 | 84,535.47 | | 8,453,547.00 | | |
| 12 | 01/01/2020 | 293,068.00 | 84,535.47 | 377,603.47 | 462,138.94 | 8,160,479.00 | | |
| 13 | 07/01/2020 | | 81,604.79 | 81,604.79 | | 8,160,479.00 | | |
| 14 | 01/01/2021 | 298,930.00 | 81,604.79 | 380,534.79 | 462,139.58 | 7,861,549.00 | | |
| 15 | 07/01/2021 | | 78,615.49 | 78,615.49 | | 7,861,549.00 | | |
| 16 | 01/01/2022 | 304,908.00 | 78,615.49 | 383,523.49 | 462,138.98 | 7,556,641.00 | | |
| 17 | 07/01/2022 | | 75,566.41 | 75,566.41 | | 7,556,641.00 | | |
| 18 | 01/01/2023 | 311,007.00 | 75,566.41 | 386,573.41 | 462,139.82 | 7,245,634.00 | | |
| 19 | 07/01/2023 | | 72,456.34 | 72,456.34 | | 7,245,634.00 | | |
| 20 | 01/01/2024 | 317,227.00 | 72,456.34 | 389,683.34 | 462,139.68 | 6,928,407.00 | | |
| 21 | 07/01/2024 | | 69,284.07 | 69,284.07 | | 6,928,407.00 | | |
| 22 | 01/01/2025 | 323,571.00 | 69,284.07 | 392,855.07 | 462,139.14 | 6,604,836.00 | | |
| 23 | 07/01/2025 | | 66,048.36 | 66,048.36 | | 6,604,836.00 | | |
| 24 | 01/01/2026 | 330,043.00 | 66,048.36 | 396,091.36 | 462,139.72 | 6,274,793.00 | | |
| 25 | 07/01/2026 | | 62,747.93 | 62,747.93 | | 6,274,793.00 | | |
| 26 | 01/01/2027 | 336,643.00 | 62,747.93 | 399,390.93 | 462,138.86 | 5,938,150.00 | | |
| 27 | 07/01/2027 | | 59,381.50 | 59,381.50 | | 5,938,150.00 | | |
| 28 | 01/01/2028 | 343,376.00 | 59,381.50 | 402,757.50 | 462,139.00 | 5,594,774.00 | | |
| 29 | 07/01/2028 | | 55,947.74 | 55,947.74 | | 5,594,774.00 | | |
| 30 | 01/01/2029 | 350,244.00 | 55,947.74 | 406,191.74 | 462,139.48 | 5,244,530.00 | | |
| 31 | 07/01/2029 | | 52,445.30 | 52,445.30 | | 5,244,530.00 | | |
| 32 | 01/01/2030 | 357,249.00 | 52,445.30 | 409,694.30 | 462,139.60 | 4,887,281.00 | | |
| 33 | 07/01/2030 | | 48,872.81 | 48,872.81 | | 4,887,281.00 | | |
| 34 | 01/01/2031 | 364,394.00 | 48,872.81 | 413,266.81 | 462,139.62 | 4,522,887.00 | | |
| 35 | 07/01/2031 | | 45,228.87 | 45,228.87 | | 4,522,887.00 | | |
| 36 | 01/01/2032 | 371,682.00 | 45,228.87 | 416,910.87 | 462,139.74 | 4,151,205.00 | | |
| 37 | 07/01/2032 | | 41,512.05 | 41,512.05 | | 4,151,205.00 | | |
| 38 | 01/01/2033 | 379,115.00 | 41,512.05 | 420,627.05 | 462,139.10 | 3,772,090.00 | | |
| 39 | 07/01/2033 | | 37,720.90 | 37,720.90 | | 3,772,090.00 | | |
| 40 | 01/01/2034 | 386,698.00 | 37,720.90 | 424,418.90 | 462,139.80 | 3,385,392.00 | | |
| 41 | 07/01/2034 | | 33,853.92 | 33,853.92 | | 3,385,392.00 | | |
| 42 | 01/01/2035 | 394,431.00 | 33,853.92 | 428,284.92 | 462,138.84 | 2,990,961.00 | | |
| 43 | 07/01/2035 | | 29,909.61 | 29,909.61 | | 2,990,961.00 | | |
| 44 | 01/01/2036 | 402,320.00 | 29,909.61 | 432,229.61 | 462,139.22 | 2,588,641.00 | | |
| 45 | 07/01/2036 | | 25,886.41 | 25,886.41 | | 2,588,641.00 | | |
| 46 | 01/01/2037 | 410,366.00 | 25,886.41 | 436,252.41 | 462,138.82 | 2,178,275.00 | | |
| 47 | 07/01/2037 | | 21,782.75 | 21,782.75 | | 2,178,275.00 | | |
| 48 | 01/01/2038 | 418,574.00 | 21,782.75 | 440,356.75 | 462,139.50 | 1,759,701.00 | | |
| 49 | 07/01/2038 | | 17,597.01 | 17,597.01 | | 1,759,701.00 | | |
| 50 | 01/01/2039 | 426,945.00 | 17,597.01 | 444,542.01 | 462,139.02 | 1,332,756.00 | | |
| 51 | 07/01/2039 | | 13,327.56 | 13,327.56 | | 1,332,756.00 | | |
| 52 | 01/01/2040 | 435,484.00 | 13,327.56 | 448,811.56 | 462,139.12 | 897,272.00 | | |
| 53 | 07/01/2040 | | 8,972.72 | 8,972.72 | | 897,272.00 | | |
| 54 | 01/01/2041 | 444,194.00 | 8,972.72 | 453,166.72 | 462,139.44 | 453,078.00 | | |
| 55 | 07/01/2041 | | 4,530.78 | 4,530.78 | | 453,078.00 | | |
| 56 | 01/01/2042 | 453,078.00 | 4,530.78 | 457,608.78 | 462,139.56 | - | | |

# II.6

# CMO Contracts and/or Contracts exceeding $5,000 annually

ASPIRE
PUBLIC SCHOOLS
College for Certain

# Partnership Agreement

**THIS PARTNERSHIP AGREEMENT** is entered into between Aspire Public Schools ("Aspire") and Perker-Anderson - Central LA ("Partner") to memorialize and set forth the respective roles and responsibilities of Aspire and Partner in the administration of the (hereinafter the "Program").

It is understood and agreed by and between the parties as follows:

1. **PROGRAM DESCRIPTION:** One-Wekk program of enrichmnet

2. **PARTNER OBLIGATIONS:**

   ParkerAnderon wiill provide alll staff and materils

3. **ASPIRE OBLIGATIONS:** Provide space for clsassess plus computers

4. **TERMS AND CONDITIONS**: Aspire's Partnership Agreement Terms and Conditions are expressly incorporated herein. Partner agrees to comply with Aspire's policies, procedures and regulations as stated in the Partnership Agreement Terms and Conditions. Company further agrees to comply with all applicable laws, rules, and regulations of any federal, state or local governmental authority in connection with its use of the Facilities.

5. **FEES:** Partner shall charge 5800.00 for hosting the program. Payment shall be made within thirty (30) days of receipt of an invoice for the payment.

6. **TERM:** The term of this agreement shall be from july 01 to Jul 31.

7. **TERMINATION BEFORE EXPIRATION DATE:** Aspire will have the right to terminate this Agreement immediately should Partner fail to comply with the Partnership Agreement

Terms and Conditions or with any applicable law. If Aspire seeks to terminate the Agreement for any other reason, it shall provide thirty (30) days' notice of termination.

8. **NON EMPLOYER-EMPLOYEE RELATIONSHIP:** No relationship of employer and employee is created by this agreement. It is understood that Partner and its employees, volunteers, agents, and representatives shall have no claim under this agreement against the Aspire for vacation with pay, sick leave, retirement, benefits, medical or dental insurance, worker's compensation benefits or social security contributions.

**IN WITNESS WHEREOF,** the parties hereto have executed this agreement.

Dated: _____ by _____
Aspire Representative
Name and Title

Dated: 5/31/2018 by JOHN MANLEY OWNER
Partner Representative
Name and Title

ASPIRE PUBLIC SCHOOLS
College for Certain

## Terms and Conditions

The following Terms and Conditions are expressly incorporated into the Partnership Agreement and govern the relationship between Partner and Aspire.

### I. Partner Requirements

1. All Partner-associated personnel who are expected to have contact with students must satisfy Department of Justice/fingerprinting requirements as set forth in Education Code Section 44237. For all Partner personnel working with Aspire Students, Partner shall submit proof of a recent (within 3 months of the date of this Agreement) negative TB test and must authorize and undergo a finger printing scan via LIVESCAN (or other state or local authorized entity that provides fingerprinting services). Partner agrees not to have contact with any student prior to providing proof of negative TB test and receipt of fingerprinting clearance.

2. Facilities may only be used by Partner for the activities listed in the Partnership Agreement in a manner consistent with these Terms and Conditions. Facilities may not be used for any unlawful activity.

3. Facilities may not be used for the following uses without first obtaining the written consent of Aspire: (1) the use of an electronically amplified sound system outside; (2) any type of animal or pet show; (3) any type of farmers market, carnival, celebration, fair, party, or other gathering; (4) car shows; or (5) drones.

4. Under no circumstances may alcohol, tobacco, or any controlled substances be brought into the school facilities by any Partner.

5. Partner is responsible for providing adequate and appropriate supervision of all students participating in the Program.

6. Partner shall comply with all applicable laws, including all student privacy laws, rules, regulations and policies and these rules and regulations, as they may be amended from time to time.

7. A Partner must comply with insurance requirements as stated in Section II, set forth below.

ASPIRE PUBLIC SCHOOLS
College for Certain

**Terms and Conditions**

## II. Damages, Liability, Insurance

1. Partner shall be liable for any damage caused by Partner. Aspire may charge the amount necessary to repair the damage and reserves the right to be reimbursed for any damages caused by Partner.

2. Partner shall be liable for any injury resulting from its acts or omissions. Partner shall bear the cost of insuring against this risk and of defending itself against claims arising from this risk.

3. Partner shall maintain comprehensive general liability insurance in an amount not less than $1,000,000 each occurrence/$2,000,000 aggregate, bodily injury and/or property damage combined single limit naming Aspire, its officers, Board Members, authorizers, agents, employees and volunteers as Additional Insured with respect to liability arising out of users' activities. Such insurance shall not exclude injury or damages arising from participants associated with the activity. Aspire shall be responsible for maintaining liability insurance sufficient to protect each party against liability arising from Aspire's sole negligence.

4. Partner shall have Aspire added to its general liability insurance policy as an additional named insured. The general liability coverage referenced herein shall be an occurrence-based policy; claims-made policies are not acceptable. Evidence of Aspire's status as an additional insured shall consist of an additional named insured endorsement which expressly grants such insured status; statements on a certificate of insurance shall not suffice. The Additional Insured provision shall extend to all of the Indemnities listed in paragraph 5.

5. Partner agrees that it shall hold Aspire harmless and shall defend and indemnify Aspire, its officers, Board Members, authorizers, agents, employees and volunteers, from all claims, causes of action, demands and liability arising out of or related to Partner's program, and for any alleged or actual negligence or willful acts or omissions of Partner, or Partner's agents, employees and/or subcontractors, or arising from the acts or omissions of Partner in connection with its obligations and performance under this Memorandum of Understanding. Parnter's obligation to defend and indemnify Aspire, its officers, Board Members, authorizers, agents, employees and volunteers, is not diminished or negated in any way due to the active or passive negligence of Aspire its officers, Board Members, authorizers, agents, employees and/or volunteers. Said indemnity and defense obligations shall not apply to claims, causes of action, demands and liability arising out Aspire's sole negligence or willful misconduct.

ASPIRE PUBLIC SCHOOLS
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## Terms and Conditions

### III. Confidentiality

1. Partner acknowledges and agrees that all information, work in progress, trade secrets, or other secret or confidential information related to the business or projects of Aspire, as well as student achievement data, demographic data, student medical records and academic records (collectively, "Student Data") constitutes confidential information (collectively, "Confidential Information"). Partner agrees that all times, both during the consulting relationship with Aspire and after its termination, Partner will keep in confidence and trust all such Confidential Information and shall not use, copy, or disclose to any person, firm, or corporation any such Confidential Information. Upon termination or expiration of this Agreement, or at any time upon request of Aspire, Partner will return to Aspire all Confidential Information in Partner's possession or control. If data will be provided through an online platform, Partner shall have controlled access to the data via password, and Partner shall assume full liability for any access violations which may occur. If Partner is requested or required by reason of legal requirements or legal proceedings of any nature to disclose any Confidential Information, it shall promptly provide Aspire with notice of the request or requirement.

### IV. General Provisions

1. Any dispute in the meaning, effect or validity of the Partnership Agreement shall be resolved in accordance with the laws of the State of California without regard to the conflict of laws provisions thereof. Prior to initiating any action, the parties to the agreement shall make a good faith effort to resolve any dispute.

2. No amendment, change, or modification to the Partnership Agreement shall be valid unless it is in writing and signed by both parties.

3. The Partnership Agreement may be executed in several counterparts (including by means of electronic transmission in portable document format (PDF)), all of which taken together shall constitute one single Agreement between the parties.

4. Whenever possible, each provision of the Partnership Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of the Partnership Agreement is held to be invalid, illegal or unenforceable in any respect under any applicable law or rule in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other provision of the Partnership Agreement or any action in any other jurisdiction, but the Partnership Agreement shall be reformed, construed and enforced in such jurisdiction as if such invalid, illegal or unenforceable provision had never been contained herein.

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5. Partner hereby irrevocably consents to any and all uses and displays, by Aspire and its agents, representatives and licensees, of Partner's name, voice, likeness, image, appearance and biographical information in, on or in connection with any pictures, photographs, audio and video recordings, digital images, websites, and publicity, sales and marketing brochures, books, magazines, other publications, CDs, DVDs, tapes and all other printed and electronic forms and media throughout the world, at any time without further consent from or royalty, payment or other compensation to third party ("Permitted Uses"). Partner hereby forever waives and releases Aspire and its directors, officers, employees, agents, volunteers and authorizers from any and all claims, actions, damages, losses, costs, expenses and liability of any kind, arising under any legal or equitable theory whatsoever at any time arising directly or indirectly from Aspire's and its agents', representatives' and licensees' exercise of their rights in connection with any Permitted Uses.

# Section III

# III.1
# Current Bylaws of 501(c)(3)

# AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

## ARTICLE 1: OFFICES

### Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

### Section 1.2 Other Offices

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

## ARTICLE 2: OBJECTIVES AND PURPOSES

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

## ARTICLE 3: DEDICATION OF ASSETS

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

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

## ARTICLE 4: NO MEMBERS

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

## ARTICLE 5: DIRECTORS

### Section 5.1 Powers

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

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

(i) 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 30th 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 depositors as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## ARTICLE 10: RECORDS AND REPORTS

### Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

### Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

### Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

(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.

Emmile Brack

By: Emmile Brack
Its: Corporate Secretary

# III.2

## Current Articles of Incorporation of 501(c)(3)

2158316

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAR 19 1999

BILL JONES, SECRETARY OF STATE

# ARTICLES OF INCORPORATION
# OF
# UNIVERSITY PUBLIC SCHOOLS

## A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is University Public Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to manage, guide, direct and promote University Public Schools, charter public schools that provide quality education to California youth in pre-K, primary, and secondary grades.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is:

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

| Name | Address |
| --- | --- |
| Don Shalvey | 131 Kelton Avenue,<br>San Carlos, CA 94070 |
| Reed Hastings | 604 Lighthouse Avenue<br>Santa Cruz, CA 95060 |
| Bill Jackson | 965 Mission Street, Suite 650<br>San Francisco, CA 94103 |

SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 12/21/98

Don Shalvey, Director

Reed Hastings, Director

Bill Jackson, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Date: 12/21/98

Don Shalvey, Director

Reed Hastings, Director

Bill Jackson, Director

OFFICE OF THE SECRETARY OF STATE

A0551748

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

SEP 8 2000

BILL JONES, Secretary of State

# CERTIFICATE OF AMENDMENT TO

# ARTICLES OF INCORPORATION OF

# UNIVERSITY PUBLIC SCHOOLS
## A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this Corporation is Aspire Public Schools."

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on July 1, 2000.

Don Shalvey

Don Shalvey
Chief Executive Officer

Sayed Darwish
Secretary

A0604947

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

NOV 03 2003

KEVIN SHELLEY
Secretary of State

# CERTIFICATE OF AMENDMENT TO

# ARTICLES OF INCORPORATION OF

# ASPIRE PUBLIC SCHOOLS
## A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Aspire Public Schools, a California Public Benefit Corporation.

2. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

   "The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

   "If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party."

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on May 15, 2003.

Don Shalvey
Chief Executive Officer

Gloria Lee
Secretary

OFFICE OF THE SECRETARY OF STATE

# Section IV

# IV.1

## Lease/Rental or Proposition 39 Agreement(s) or Similar Document(s)

This page is part of your document - DO NOT DISCARD

# 20100532504

Pages:
0004

Recorded/Filed in Official Records
Recorder's Office, Los Angeles County,
California

04/20/10 AT 08:00AM

| | |
|---|---|
| FEES: | 45.00 |
| TAXES: | NFPR |
| OTHER: | 0.00 |
| PAID: | NFPR |

LEADSHEET

201004200270020

00002242427

002642532

SEQ:
06

DAR - Title Company (Hard Copy)

THIS FORM IS NOT TO BE DUPLICATED

E464727

r06

FIRST AMERICAN TITLE INSURANCE COMPANY

04/20/2010

*20100532504*

2

**RECORDING REQUESTED BY**
First American Title Insurance Company National Commercial Services

**AND WHEN RECORDED MAIL DOCUMENT TO:**
College for Certain, LLC
1001 22nd Avenue
Oakland, CA 94606

Space Above This Line for Recorder's Use Only

A.P.N.: 6309-015-001 and 6309-015-004 and 6309-015-005 and 6309-015-006

File No.: NCS-403278-LA2 (bp)

TRANSFER TAX NOT A PUBLIC RECORD

# GRANT DEED

The Undersigned Grantor(s) Declare(s): DOCUMENTARY TRANSFER TAX **$Do Not Disclose**; CITY TRANSFER TAX **$Do Not Disclose**;

[ X ] computed on the consideration or full value of property conveyed, OR

[ ] computed on the consideration or full value less value of liens and/or encumbrances remaining at time of sale,

[ ] unincorporated area; [ X ] City of **Huntington Park**, and

FOR A VALUABLE CONSIDERATION, receipt of which is hereby acknowledged, **Maurice J. Sopp & Son, a California corporation**

hereby GRANTS to **College for Certain LLC, a California limited liability company**

the following described property in the City of **Huntington Park**, County of **Los Angeles**, State of **California**:

**LOTS 1, 2, 3, 7, 8 and 9 IN BLOCK 5 OF HUNTING PARK EXTENSION NO. 1, IN THE CITY OF HUNTINGTON PARK, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN BOOK 8 PAGE 181 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.**

Mail Tax Statements To: **SAME AS ABOVE**

417916-LA2

6A

3

Date: **04/15/2010**

A.P.N.: 6309-015-001 and 6309-015-004
and 6309-015-005 and 6309-015-006

File No.: NCS-403278-LA2 (bp)

Dated: **04/15/2010**

Maurice J. Sopp & Son, a California corporation

By: _____,

STATE OF CALIFORNIA )SS
COUNTY OF LOS ANGELES )

On APRIL 16TH 2010, before me, JOHN J. WHALEN, Notary Public, personally appeared RANDY C. SOPIS, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

JOHN J. WHALEN
Commission # 1784253
Notary Public - California
Los Angeles County
My Comm. Expires Dec 9, 2011

Signature _____

My Commission Expires: 12/9/11

*This area for official notarial seal*

Notary Name: JOHN J. WHALEN
Notary Registration Number: 1784253

Notary Phone: 213/793-0535
County of Principal Place of Business: LOS ANGELES.

4

# ILLEGIBLE NOTARY SEAL DECLARATION

## GOVERNMENT CODE 27361.7

I certify under penalty of perjury that the notary seal on the document to which this statement is attached reads as follows:

Name of Notary John J. whalen

Date Commission Expires Dec 9 2011

Notary Identification Number 1784253
(For Notaries commissioned after 1-1-1992)

Manufacturer/Vendor Identification Number NNA7
(For Notaries commissioned after 1-1-1992)

Place of Execution of this Declaration Brea

Date 4-19-10

**Mario Gallardo / Agent**

Trans # 270020
Title
(108)

# NOT FOR PUBLIC RECOR

04/20/2010

*20100532504*

Document No. <> Date Recorded <>

STATEMENT OF TAX DUE AND REQUEST THAT TAX DECLARATION NOT BE MADE A

PART OF THE PERMANENT RECORD IN THE OFFICE OF THE COUNTY RECORDER

(Pursuant to Section 11932 R & T Code and Section 12
of L.A. County Ord. No. 9443, as amended)

To: Registrar-Recorder / County Clerk
County of Los Angeles:

Request is hereby made in accordance with the provisions of the Documentary Transfer Tax Act that the amount of tax due not be shown on the original document which names:

Maurice J. Sopp & Son

(Name of one grantor or lessor)

And

College for Certain, LLC

(Name of one Grantee or lessee)

Property described in the accompanying document is located in HUNTINGTON PARK, CA.

(Show name of city or unincorporated area)

The amount of tax due on the accompanying document is $1,540.00 LOS ANGELES COUNTY (~~80~~) 32

$0.00 (CITY)

XX Computed on full value of property conveyed $ _____

<> Or computed on full value less liens and encumbrances remaining at time of sale.

Bobbie Purdy, Senior Escrow Officer

First American Title Insurance Company
Firm Name

**NOTE: After the permanent record is made, this form will be affixed to the Conveying document and returned with it.**

POSTED

6A

# IV.2

## Certificate(s) of Occupancy

According to the Building and Safety Division, Certificate of Occupancy is no longer issued as of 2012-13. This school's facility opened in Fall 2013, therefore, we do not have one.

However, we are including our business license and DSA Certificate of Compliance.

Please note, the school name appears to be titled “Centennial,” which is not accurate, so DSA also provided the drawings that were in the project file and match the description to Ollin’s facility.

THE SECURITY FEATURES PRESENT ON THIS DOCUMENT INCLUDED 1. FLUORESCENT FIBERS IN THE PAPER

City of Huntington Park
City Hall
6550 Miles Ave.
Huntington Park CA 90255-1519
(323) 584-6232

**Business License /Permit NO 18-00022839**
**DISPLAY IN A PROMINENT PLACE**

| | | |
|---|---|---|
| **This License issued Subject to the conditions Listed on the Reverse side hereof** | Amount Paid<br>27.03 | State License Number |
| **LICENSE NOT TRANSFERABLE** | BOFE NO | Business License Number<br>18-00022839 |
| Type of Business | PUBLIC CHARTER SECONDARY SCHOOL GRADES 7-12 | Account Number<br>0017985 |
| Business Location | 2540 58TH ST | License Stamp / Tag |
| Business Name | ASPIRE OLLIN UNIVESITY PREPARA | License Valid From |
| Owner Name | JAMES WILCOX | License Expires<br>December 31, 2018 |
| Mailing Address | 2540 58TH ST<br>HUNTINGTON PARK CA 90255 | Date Issued<br>February 01, 2018 |

By _____

2. A WATERMARK ON REVERSE SIDE 3. BLEACH ACTIVE VOID 4. SOLVENT BLUE AND BROWN STAINS

DSA
DIVISION OF THE STATE ARCHITECT

# Certification of Compliance

January 22, 2016

Mr. Ramiro Viramontes
Pacific Charter School Development
811 West 7Th Street, Suite 310
Los Angeles, CA 90017

**Project:** **LA 6-12 CHARTER SCHOOL (OPERATING AS ASPIRE CENTENNIAL COLLEGE PREP. ACADEMY**
**Application #:** **03-113823**
**File Id #:** **19-Pacific Charter**
**Scope:** **Construction of 1-Gymnasium Building, 1-Classroom Building**

Dear Mr. Ramiro Viramontes:

The Department of General Services' records indicate that the construction of the referenced project has been completed in accordance with design documents approved by the Department, and that all the Verified Reports covering the construction have been received. Therefore, the Department of General Services Certifies as follows:

This project is in compliance with California State regulations as to the safety of design and construction of public schools, and for the accommodation of persons with disabilities.

As stated in our letter approving the plans and specifications for this project, the Department does not review design documents or construction for compliance with the electrical, mechanical, or plumbing regulations. It is the responsibility of the professional consultants named on the application to verify compliance with appropriate parts of the California Building Code, and to submit Verified Reports documenting compliance.

Sincerely,

Thelma Castillo

for Chester "Chet" Widom, FAIA
State Architect
Division of the State Architect
CW: tc

cc: Letter Type #1
Architect/Engineer - TIMOTHY BALLARD
File

This page is part of your document - DO NOT DISCARD

# 20140184407

Pages:
0002

Recorded/Filed in Official Records
Recorder's Office, Los Angeles County,
California

02/21/14 AT 10:32AM

| | |
|---|---|
| FEES: | 18.00 |
| TAXES: | 0.00 |
| OTHER: | 0.00 |
| PAID: | 18.00 |

LEADSHEET

201402211890015

00008888672

006048604

SEQ:
03

DAR - Counter (Upfront Scan)

THIS FORM IS NOT TO BE DUPLICATED

E503141

RECORDING REQUESTED BY
Mr, Viraj Patel

AND WHEN RECORDED MAIL TO:

NAME Aspire Public School
STREET ADDRESS 1001 22nd Ave, Suite 100
CITY STATE & ZIP CODE Oakland
CA 94606

02/21/2014
*20140184407*

# NOTICE OF COMPLETION

SPACE ABOVE THIS LINE FOR RECORDER'S USE

Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is Aspire Public Schools
3. The full address of the owner is 1001 22nd Ave Suite #100 Oakland Ca 94606
4. The nature of the interest or estate of the owner is in fee.
   In Fee
   (If other than fee, strike "in Fee" and insert, for example, "purchaser under contract of purchase," or "lessee")
5. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common
   NAMES ADDRESSES
   N/A
6. A work of improvement on the property hereinafter described was completed 8-8-13.
   The work done was: Conrete and Rebar as described in Bid Package 2.
7. The name of the contractor, if any, for such work of improvement was RJ Daum Construction Company 11581 Monarch Street Garden Grove California 92841. 8.27.12
   (If no contractor for work of improvement as a whole, insert "none") (Date of Contract)
8. The property on which said work of improvement was completed is in the City of Huntington Park

County of Los Angeles, State of California, and is described as follows: Aspire LA 6-12 Charter School Phase 2A

9. The street address of said property is 2540 East 58th St Huntington Park Ca 90255
   (If no street address has been officially assigned, insert "none")

Dated: February 11, 2014

Aspire Public School

AP

Signature of owner of corporate officer of owner named in paragraph 2 or his agent

~~Aspire~~ Viraj Patel. CFO

## VERIFICATION

I, the undersigned, say: I am the CFO, OF ASPIRE PUBLIC SCHOOLS the declarant of the foregoing
("President of," "Manager of," "A partner of," "Owner of," etc.)

notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.
I declare under penalty of perjury that the foregoing is true and correct.

Executed on February 11, 20 14, at Oakland, California.
(Date of signature) (City where signed)

(Personal signature of the individual who is swearing that the contents of the notice of completion are true)

# PACIFIC CHARTER SCHOOL DEVELOPMENT
# ASPIRE LA 6-12 CHARTER
## ASPIRE CHARTER SCHOOL
## 2535/2540 E. 58TH STREET, HUNTINGTON PARK, CA 90255

## ABBREVIATIONS

| | |
|---|---|
| @ | AT |
| A.C. | ASPHALT CONCRETE |
| A/C | AIR CONDITIONING |
| AB | ANCHOR BOLT |
| ABC | AGGREGATE BASE COURSE |
| AC | ACOUSTICAL CEILING |
| A.D. | ACCESS DOOR |
| ADJ | ADJACENT |
| AFF | ABOVE FINISH FLOOR |
| AGG | AGGREGATE |
| ALT | ALTERNATE |
| ALUM | ALUMINUM |
| ANCH | ANCHOR, ANCHORAGE |
| ANOD | ANODIZED |
| BD | BOARD |
| BFF | BELOW FINISH FLOOR |
| BLDG | BUILDING |
| BLK(G) | BLOCK(ING) |
| BM | BENCH MARK |
| BO | BOTTOM OF |
| BOT | BOTTOM |
| BRG | BEARING |
| BSMT | BASEMENT |
| BUR | BUILT UP ROOFING |
| C | CHANNEL |
| C/C | CENTER TO CENTER |
| CAB | CABINET |
| CB | CATCH BASIN |
| CEM | CEMENT |
| CG | CORNER GUARD |
| CIP | CAST IN PLACE |
| CJ | CONTROL JOINT |
| CL,CLK | CLOCK |
| CLG | CEILING, CHAIN LINK GATE |
| CLR | CLEAR(ANCE) |
| CMU | CONCRETE MASONRY UNIT |
| CO | CLEAN OUT |
| COL | COLUMN |
| CONC | CONCRETE |
| CONN | CONNECTION |
| CONST | CONSTRUCTION |
| CONT | CONTINUOUS OR CONTINUE |
| CORR | CORRIDOR, CORRUGATED |
| CPT | CARPET |
| CSK | COUNTERSINK |
| CT | CERAMIC TILE |
| CU FT | CUBIC FEET |
| CW | COLD WATER |
| D | DEPTH |
| DEMO | DEMOLISH, DEMOLITION |
| DF | DRINKING FOUNTAIN |
| DG | DECOMPOSED GRANITE |
| DIA | DIAMETER |
| DIAG | DIAGONAL |
| DIM | DIMENSION |
| DISP | DISPENSER |
| DN | DOWN |
| DO | DITTO |
| DP | DAMPPROOFING |
| DR | DOOR |
| DS | DOWNSPOUT |
| DTL | DETAIL |
| DWG | DRAWING |
| (E) | EXISTING |
| E | EAST |
| EA | EACH |
| EF | EACH FACE |
| EJ | EXPANSION JOINT |
| ELEC | ELECTRIC(AL) |
| ELEV | ELEVATION, ELEVATOR |
| EMER | EMERGENCY |
| EQ | EQUAL |
| EQUIP | EQUIPMENT |
| ES | EXPOSED STRUCTURE |
| EST | ESTIMATE |
| EW | EACH WAY |
| EWC | ELECTRICAL WATER COOLER |
| EXC | EXCAVAT(E)(ION) |
| EXH | EXHAUST |
| EXIST | EXISTING |
| EXP | EXPANSION |
| EXT | EXTERIOR |
| F | FINISH(ED) |
| FIN | FINISH |
| FA | FIRE ALARM |
| FAB | FABRICATE |
| FD | FLOOR DRAIN |
| FDN | FOUNDATION |
| FE(C) | FIRE EXTINGUISHER (CABINET) |
| FF | FINISH FLOOR |
| F.G. | FINISH GRADE |
| FHC | FIREHOSE CABINET |
| FHR | FIREHOSE RACK |
| FJ | FALSE JOINT |
| FLA | FLASHING |
| FLEX | FLEXIBLE |
| FLUOR | FLUORESCENT |
| FO | FACE OF |
| FP | FIREPROOF |
| F.S. | FINISH SLAB |
| FS | FIELD SURVEY |
| FR | FIRE RETARDANT |
| FRP | FIBER REINF PLASTIC |
| FT | FOOT, FEET |
| FTG | FOOTING |
| FUR | FURRED(ING) |
| FUT | FUTURE |
| GA | GAGE (GAUGE) |
| GALV | GALVANIZED |
| GC | GENERAL CONTRACT(OR) |
| GD | GRADE |
| GL | GLAZING |
| GWB | GYPSUM WALLBOARD |
| GYP | GYPSUM |
| H(T) | HEIGHT |
| HB | HOSE BIBB |
| HC | HOLLOW CORE |
| HDBD | HARDBOARD |
| HD | HEAVY DUTY |
| HDWD | HARDWOOD |
| HDWR | HARDWARE |
| HM | HOLLOW METAL |
| HOR | HORIZONTAL |
| HP | HIGH POINT |
| HR | HOUR |
| HVAC | HEATING/VENTILATING/ AIR CONDITIONING |
| HW | HOT WATER |
| ID | INSIDE DIAMETER |
| IE | INVERT ELEVATION |
| IN | INCH(ES) |
| INCL | INCLUDING |
| INSUL | INSULATION |
| INT | INTERIOR |
| JC | JANITOR'S CLOSET |
| JST | JOIST |
| JT | JOINT |
| KP | KICK PLATE |
| L | LENGTH, LONG |
| LAB | LABORATORY |
| LAM | LAMINATE |
| LAV | LAVATORY |
| LF | LINEAL FEET |
| LH | LEFT HAND |
| LL | LIVE LOAD |
| LLH | LONG LEG HORIZONTAL |
| LLV | LONG LEG VERTICAL |
| LP | LOW POINT |
| LTWT | LIGHTWEIGHT |
| LVR | LOUVER |
| MAS | MASONRY |
| MAX | MAXIMUM |
| MATL | MATERIAL |
| MB | MARKER BOARD |
| MED | MEDIUM |
| MECH | MECHANICAL |
| MTL. | METAL |
| MEZZ | MEZZANINE |
| MFR | MANUFACTURER |
| MH | MANHOLE |
| MIN | MINIMUM |
| MISC | MISCELLANEOUS |
| MO | MASONRY OPENING |
| MOD | MODULAR |
| MOV | MOVABLE |
| MTD | MOUNTED |
| MWP | METAL WALL PANEL (SYSTEM) |
| (N) | NEW |
| N | NORTH |
| NA | NOT APPLICABLE |
| NIC | NOT IN CONTRACT |
| NOM | NOMINAL |
| NRC | NOISE REDUCTION COEFFICIENTS |
| NTS | NOT TO SCALE |
| NO | NUMBER |
| OA | OVERALL |
| OC | ON CENTER(S) |
| OD | OUTSIDE DIAMETER |
| OFF | OFFICE |
| OH | OVERHEAD, OPPOSITE HAND |
| OPG | OPENING |
| OPP | OPPOSITE |
| ORD | OVERFLOW ROOF DRAIN |
| OS | OUTSIDE |
| P, PNT | PAINT(ED) |
| PAR | PARALLEL |
| PART | PARTITION |
| PART BD | PARTICLE BOARD |
| PC | PIECE |
| PCC | PRECAST CONCRETE |
| PCF | POUNDS PER CUBIC FOOT |
| PERF | PERFORATE(D) |
| PERIM | PERIMETER |
| PERP | PERPENDICULAR |
| PREFAB | PREFABRICATED |
| PJ | PANEL JOINT |
| PL | PLASTER, PLATE, PROPERTY LINE |
| PLBG | PLUMBING |
| PLAM | PLASTIC LAMINATE |
| PLF | POUNDS PER LINEAL FOOT |
| PNL | PANEL |
| PNTD | PAINTED |
| PO | POWER OPERATED |
| POT | PATH OF TRAVEL |
| PR | PAIR |
| PSF | POUNDS PER SQUARE FOOT |
| PSI | POUNDS PER SQUARE INCH |
| PT | POINT, PAINT |
| PTD | PAPER TOWEL DISPENSER |
| PTR | PAPER TOWEL RECEPTOR |
| PVC | POLYVINYL CHLORIDE |
| PVMT | PAVEMENT |
| PWD | PLYWOOD |
| QTR | QUARTER |
| QTY | QUANTITY |
| R | RECESSED |
| (R) | RADIUS, RISER, ROUND |
| RA | RETURN AIR |
| RB | RESILIENT BASE |
| RCP | REFLECTED CEILING PLAN |
| RD | ROOF DRAIN |
| RE(F) | REFERENCE |
| RELO | RELOCATION |
| REPL | REPLACE |
| RES | RESILIENT |
| REV | REVISION(S), REVISED |
| RF | RIGID FIBERGLASS |
| RFG | ROOFING |
| RH | RIGHT HAND |
| RM | ROOM |
| RO | ROUGH OPENING |
| ROW | RIGHT OF WAY |
| REQ'D | REQUIRED |
| RWL | RAINWATER LEADER |
| S | SEALED, SOUTH |
| (S) | SURFACE MOUNTED |
| SC | SOLID CORE |
| SCWD | SOLID CORE WOOD DOOR |
| SCHED | SCHEDULE |
| SECT | SECTION |
| SD | STORM DRAIN |
| SDG | SIDING |
| SF | SQUARE FEET |
| SHT | SHEET |
| SHWR | SHOWER |
| SIM | SIMILAR |
| SM | SHEET METAL |
| SP | SOUNDPROOF |
| SPECS | SPECIFICATIONS |
| SPKR | SPEAKER |
| SPL | SPECIAL |
| SQ | SQUARE |
| SS | SERVICE SINK |
| SST | STAINLESS STEEL |
| ST | STREET |
| STC | SOUND TRANSMISSION COEFFICIENT |
| STD | STANDARD |
| STL | STEEL |
| STOR | STORAGE |
| STRUC | STRUCTURAL |
| SUSP | SUSPENDED |
| SV | SEAMLESS VINYL |
| SW | SWITCH |
| SWR | SEWER |
| SYM | SYMMETRY(ICAL) |
| T | THICKNESS / TRANSFORMER |
| TD | TRENCH DRAIN |
| TB | TACKBOARD |
| TEL | TELEPHONE |
| TEMP | TEMPERATURE, TEMPORARY |
| THK | THICK(NESS) |
| TO | TOP OF |
| TOC | TOP OF CONCRETE |
| TOIL | TOILET |
| TOS | TOP OF STEEL |
| TOW | TOP OF WALL |
| TPD | TOILET PAPER DISPENSER |
| TYP. | TYPICAL |
| U | URINAL |
| UG | UNDERGROUND |
| UL | UNDERWRITERS LABORATORY |
| UNF | UNFINISHED |
| UNO | UNLESS NOTED OTHERWISE |
| VCT | VINYL COMPOSITION TILE |
| VERT | VERTICAL |
| VNR | VENEER |
| VPL | VENEER PLASTER |
| VWC | VINYL WALL COVERING |
| W | WIDTH, WIDE, WEST |
| W/ | WITH |
| W/O | WITHOUT |
| W/W | WALL TO WALL |
| WC | WATER CLOSET |
| WD | WOOD |
| WG | WIRE GLASS |
| WDW | WINDOW |
| WH | WALL HUNG, WATER HEATER |
| WI | WROUGHT IRON |
| WM | WIRE MESH |
| WP | WATERPROOFING |
| WR | WATER REPELLENT |
| WS | WEATHERSTRIP |
| WSCT | WAINSCOT |
| WT | WEIGHT |
| WWF | WELDED WIRE FABRIC |
| YD | YARD |

## GENERAL NOTES

1. OWNER WILL EMPLOY AND PAY FOR SERVICES OF AN INDEPENDENT TESTING LABORATORY APPROVED BY THE ARCHITECT AND (DSA) TO PERFORM INSPECTION AND TESTING IN ACCORDANCE WITH PART 1, TITLE 24, SECTION 4-335, CALIFORNIA CODE OF REGULATIONS.
2. A PROJECT INSPECTOR EMPLOYED BY THE DISTRICT (OWNER) AND APPROVED BY THE DIVISION OF THE STATE ARCHITECT SHALL PROVIDE CONTINUOUS INSPECTION FOR THE WORK. THE DUTIES OF THE INSPECTOR ARE DEFINED IN SECTION 4-342 PART-1 TITLE 24, CCR.
3. CHANGES TO THE APPROVED DRAWINGS AND SPECIFICATIONS SHALL BE MADE BY ADDENDA OR CHANGE ORDER APPROVED BY THE DIVISION OF THE STATE ARCHITECT, AS REQUIRED BY SECTION 4-338 PART-1, TITLE 24, CCR.
4. ALL WORK, TESTS, AND INSPECTIONS SHALL CONFORM TO THE LATEST EDITION OF CALIFORNIA CODE OF REGULATIONS, TITLE 24 AND C.B.C, 2010.
5. THE CONTRACTOR SHALL THOROUGHLY CLEAN AND SECURE THE AREA OF CONSTRUCTION AFTER EACH DAY OF WORK.
6. INTERIOR ELEVATIONS AND REFLECTED CEILING PLANS ARE SHOWING LOCATIONS OF MECHANICAL AND ELECTRICAL DEVICES. THE CONTRACTOR SHALL ALIGN DEVICES AS SHOWN. IF DEVIATION IS REQUIRED SUBMIT PROPOSED LOCATION TO ARCHITECT FOR APPROVAL PRIOR TO INSTALLATION.
7. CONTRACTOR SHALL VISIT THE BUILDING SITE BEFORE BIDDING THIS PROJECT. ANY DISCREPANCIES BETWEEN THE CONSTRUCTION DOCUMENTS AND SITE OBSERVATIONS SHALL BE BROUGHT TO THE ARCHITECT'S ATTENTION IMMEDIATELY IN WRITING BEFORE PROCEEDING WITH THE WORK.
8. CONSTRUCTION DOCUMENTS ARE DIAGRAMMATIC. DO NOT SCALE DIMENSIONS OFF THE DRAWINGS. FIELD VERIFY ALL DIMENSIONS.
9. LOCATIONS OF UNDERGROUND PIPELINES AND UTILITIES WERE OBTAINED FROM AVAILABLE RECORDS. THE CONTRACTOR SHALL FIELD VERIFY THE LOCATIONS AND ELEVATIONS OF ALL PIPELINES AND UTILITIES BEFORE COMMENCING DEMOLITION, EARTHWORK OR CONSTRUCTION WORK.
10. THE CONTRACTOR SHALL TAKE ALL PRECAUTIONARY MEASURES TO PROTECT EXISTING PIPELINES AND UTILITIES THAT ARE TO REMAIN IN SERVICE. THE CONTRACTOR SHALL VERIFY WITH THE OWNER THAT THOSE PIPELINES AND UTILITIES, THAT ARE TO BE REMOVED, HAVE BEEN DISCONNECTED, SHUT DOWN OR ABANDONED PRIOR TO ATTEMPTING REMOVAL OR DEMOLITION IN A MANNER TO AVOID ANY DISRUPTION OF EXISTING FACILITIES.
11. ALL DAMAGE DONE TO EXISTING CONSTRUCTION AS A RESULT OF DEMOLITION OR INSTALLATION SHALL BE COMPLETELY REPAIRED BY THE CONTRACTOR AT NO COST TO OWNER. REPAIRED WORK SHALL MATCH EXISTING CONSTRUCTION.
12. ALL SALVAGEABLE MATERIALS AND EQUIPMENT TO BE REMOVED SHALL REMAIN THE SOLE PROPERTY OF THE OWNER. THE CONTRACTOR SHALL CONSULT WITH THE OWNER CONCERNING STORAGE AND/OR DISPOSAL OF SUCH EQUIPMENT. OWNER HAS FULL SALVAGE RIGHTS.
13. CONTRACTOR SHALL VERIFY ALL EXISTING AND NEW ELEVATIONS BEFORE PROCEEDING. ANY DISCREPANCIES FOUND SHALL BE BROUGHT TO THE ARCHITECT'S ATTENTION BEFORE ANY NEW WORK IS STARTED.
14. THE GENERAL CONTRACTOR SHALL COORDINATE ALL WORK SHOWN ON THE ARCHITECT'S DRAWINGS WITH THE WORK SHOWN ON THE DRAWINGS OF ALL OTHER DISCIPLINES. DISCREPANCIES FOUND SHALL BE BROUGHT TO THE ARCHITECT'S ATTENTION BEFORE ANY NEW WORK IS STARTED.
15. SHUT DOWN OF EXISTING AND OPERATING PLUMBING, MECHANICAL AND ELECTRICAL SYSTEMS OR PORTIONS THEREOF SHALL BE COORDINATED WITH THE OWNER.
16. IN THE EVENT OF A CONFLICT BETWEEN DRAWINGS, BETWEEN SPECIFICATION SECTIONS, OR BETWEEN THE SPECIFICATIONS AND ANY DRAWING, BID THE MORE EXPENSIVE OR MORE ELABORATE METHOD DESCRIBED OR SHOWN. SHOULD THE DISTRICT, IN ITS SOLE DISCRETION AFTER BID APPROVAL, DESIRE TO UTILIZE THE SIMPLER OR LESS ELABORATE METHOD, AN APPROPRIATE CREDIT WILL BE NEGOTIATED BETWEEN THE DISTRICT AND THE CONTRACTOR.
17. AFTER OWNER'S INSPECTION AND TESTING OF ALL (E) FIRE EXTINGUISHERS, CONTRACTOR SHALL REMOVE AND REPLACE THOSE WHICH DO NOT CONFORM WITH CODE. (DISTRICT TO PROVIDE ANY NEW FIRE EXTINGUISHER/HARDWARE/SIGNAGE.)
18. CONTRACTOR TO OBTAIN & PAY FOR A SEPARATE PERMIT FROM THE CITY FOR ALL WORK IN THE PUBLIC RIGHT OF WAY.
19. ALL ITEMS INDICATED OR NOTED SHALL BE NEW UNLESS SPECIFICALLY NOTED AS EXISTING (E).
20. ALL STUD DIMENSIONS ARE TO THE FACE OF STUD, UNLESS NOTED OTHERWISE. CONCRETE OR MASONRY WALLS ARE MEASURED TO THE FACE OF WALL.
21. WRITTEN DIMENSIONS GOVERN OVER SCALED DIMENSIONS. LARGE SCALE PLANS AND DETAILS GOVERN OVER SMALLER SCALE DRAWINGS. EXISTING BUILDING DIMENSIONS ARE SHOWN FOR INFORMATION ONLY. THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS IN THE FIELD.
22. CONTRACTOR SHALL COORDINATE ALL WORK WITH THE OWNER TO ASSURE THE CORRECT SEQUENCE, METHODS AND TIMES OF PERFORMANCE. ARRANGE THE WORK TO IMPOSE THE MINIMUM OF HARDSHIP ON THE OPERATION AND USE OF THE SCHOOL SITE.
23. ALL CONSTRUCTION APPARATUS AND ACTIVITIES SHALL BE LIMITED TO DESIGNATED AREAS. ALL WORK SHALL BE DONE IN A MANNER WHICH WILL NOT ENDANGER THE USERS OF THE FACILITIES.
24. DETAILS ARE REFERENCED FOR CONVENIENCE ONLY DETAILS AND NOTES SHALL APPLY IN ALL SIMILAR CASES, WHETHER OR NOT SPECIFICALLY REFERENCED.
25. TRENCHES OR EXCAVATIONS 5 FEET OR MORE IN DEPTH INTO WHICH A PERSON IS REQUIRED TO DESCEND, REQUIRE A SEPARATE PERMIT FROM THE STATE OF CALIFORNIA, DIVISION OF INDUSTRIAL SAFETY.
26. FIRE SUPPRESSION SYSTEM AT COMMERCIAL COOKING EQUIPMENT IN KITCHEN (BLDG. E) IS ANSUL R-102 RESTAURANT FIRE SUPPRESSION SYSTEM, UL 300 COMPLIANT.

THE INTENT OF THE DRAWINGS AND SPECIFICATIONS IS TO MODIFY THE FACILITY FOR ACCESSIBILITY IN ACCORDANCE WITH TITLE 24, CALIFORNIA CODE OF REGULATIONS. SHOULD ANY CONDITIONS DEVELOP NOT COVERED BY THE CONTRACT DOCUMENTS SUCH THAT THE FINISHED WORK WILL NOT COMPLY WITH SAID TITLE 24, CALIFORNIA CODE OF REGULATIONS, A CHANGE ORDER DETAILING AND SPECIFYING THE REQUIRED WORK SHALL BE SUBMITTED TO AND APPROVED BY DSA-AC BEFORE PROCEEDING WITH THE WORK.

## APPLICABLE CODES

| | |
|---|---|
| PART 1: | 2010 CALIFORNIA BUILDING STANDARDS ADMINISTRATIVE CODE, TITLE 24 C.C.R. |
| PART 2: | 2010 CALIFORNIA BUILDING CODE, TITLE 24 C.C.R. (2009 INTERNATIONAL BUILDING CODE OF THE INTERNATIONAL CODE COUNCIL, WITH CALIFORNIA AMENDMENTS) |
| PART 3: | 2010 CALIFORNIA ELECTRICAL CODE, TITLE 24 C.C.R. (2008 NATIONAL ELECTRICAL CODE OF THE NATIONAL FIRE PROTECTION ASSOCIATION, NFPA) |
| PART 4: | 2010 CALIFORNIA MECHANICAL CODE, TITLE 24 C.C.R. (2009 UNIFORM MECHANICAL CODE OF THE INTERNATIONAL ASSOCIATION OF PLUMBING AND MECHANICAL OFFICIALS, IAPMO) |
| PART 5: | 2010 CALIFORNIA PLUMBING CODE, TITLE 24 C.C.R. (2009 UNIFORM PLUMBING CODE OF THE INTERNATIONAL ASSOCIATION OF PLUMING AND MECHANICAL OFFICIALS, IAPMO) |
| PART 6: | 2010 CALIFORNIA ENERGY CODE, TITLE 24 C.C.R. |
| PART 7: | CURRENTLY VACANT |
| PART 8: | 2010 CALIFORNIA HISTORICAL BUILDING CODE, TITLE 24 C.C.R. |
| PART 9: | 2010 CALIFORNIA FIRE CODE, TITLE 24 C.C.R. (2009 INTERNATIONAL FIRE CODE OF THE INTERNATIONAL CODE COUNCIL) |
| PART 10: | 2010 CALIFORNIA EXISTING BUILDING CODE, TITLE 24 C.C.R. (2009 INTERNATIONAL EXISTING BUILDING CODE OF THE INTERNATIONAL CODE COUNCIL, WITH AMENDMENTS) |
| PART 11: | 2010 CALIFORNIA GREEN BUILDING STANDARDS CODE (CALGREEN CODE), TITLE 24 C.C.R. |
| PART 12: | 2010 CALIFORNIA REFERENCED STANDARDS CODE, TITLE 24 C.C.R. |

PARTIAL LIST OF APPLICABLE STANDARDS

| | | |
|---|---|---|
| NFPA 13 | AUTOMATIC SPRINKLER SYSTEMS (CALIFORNIA AMENDED) | 2010 EDITION |
| NFPA 14 | STANDPIPE SYSTEMS | 2007 EDITION |
| NFPA 17 | DRY CHEMICAL EXTINGUISHING SYSTEMS | 2002 EDITION |
| NFPA 17A | WET CHEMICAL SYSTEMS | 2002 EDITION |
| NFPA 20 | STATIONARY PUMPS | 2007 EDITION |
| NFPA 24 | PRIVATE FIRE SERVICE MAINS | 2010 EDITION |
| NFPA 72 | NATIONAL FIRE ALARM CODE (CALIFORNIA AMENDED) (NOTE: SEE UL STANDARD 1971 FOR "VISUAL DEVICES") | 2010 EDITION |
| NFPA 80 | FIRE DOOR AND OTHER OPENING PROTECTIVES | 2007 EDITION |
| NFPA 253 | CRITICAL RADIANT FLUX OF FLOOR COVERING SYSTEMS | 2006 EDITION |
| NFPA 2001 | CLEAN AGENT FIRE EXTINGUSHING SYSTEMS | 2008 EDITION |

REFERENCE CODE SECTION FOR NFPA STANDARDS - 2010 CBC, CHAPTER 35

## SCOPE OF WORK

SITE IMPROVEMENTS:

VACATION OF 58TH STREET
NEW PARKING LOT
NEW SOCCER FIELD

BUILDING CONSTRUCTION:

NEW 2-STORY CLASSROOM BUILDING
NEW GYMNASIUM

## SYMBOLS

| SYMBOL | LABELS |
|---|---|
| DRAWING NAME | OPTIONAL TITLE — REFERENCE DRAWING TITLE; SCALE; FILE NAME; 1 |
| ROOM MARK | OPTIONAL ROOMNAME — ROOM NAME; ROOM# — ROOM NUMBER; CEILING — CEILING HEIGHT (WHERE OCCURS) |
| COLUMN GRID | 1; A |
| BUILDING/WALL SECTION | X — DRAWING NO.; AX-XX — SHEET WHERE DRAWN |
| EXTERIOR ELEVATION | X — ELEVATION REFERENCE NUMBER; AX-XX — SHEET WHERE DRAWN |
| INTERIOR ELEVATION | A, B, C, D; X — DRAWING NUMBER; AX-XX — SHEET WHERE DRAWN; ELEVATION LETTER |
| ENLARGED AREA DETAIL MARK | X — DETAIL NUMBER; AX-XX — SHEET WHERE DRAWN |
| ENLARGED SECTION DETAIL MARK | X — DRAWING NO.; AX-XX — SHEET WHERE DRAWN |
| DOOR MARK | A-000 — DOOR NUMBER PER DOOR SCHEDULE SEE SHEET A08.02 |
| REVISION CLOUD | CLOUD ENCLOSURE REVISION; 1 — IDENTIFYING REVISION |
| ENLARGE INTERIOR ELEVATION | A — CODE DESIGNATION |
| WALL TYPE | 1 — IDENTIFYING WALL TYPE |
| WINDOW MARK | W1 — WINDOW NUMBER PER WINDOW SCHEDULE SEE SHEET A08.03 |
| KEY NOTE | A — FLOOR PLAN KEY NOTE SEE FLOOR PLAN SHEET |
| MATCH LINE | MATCH LINE |
| ELEVATION INDICATOR | ELEVATION LEVEL |

## DEFERRED APPROVAL

1. BLEACHERS (IN GYMNASIUM BUILDING)
2. ELEVATOR GUIDES (IN CLASSROOM BUILDING)

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| P-0.3 | PLUMBING DETAILS |
| P-0.4 | PLUMBING DETAILS |
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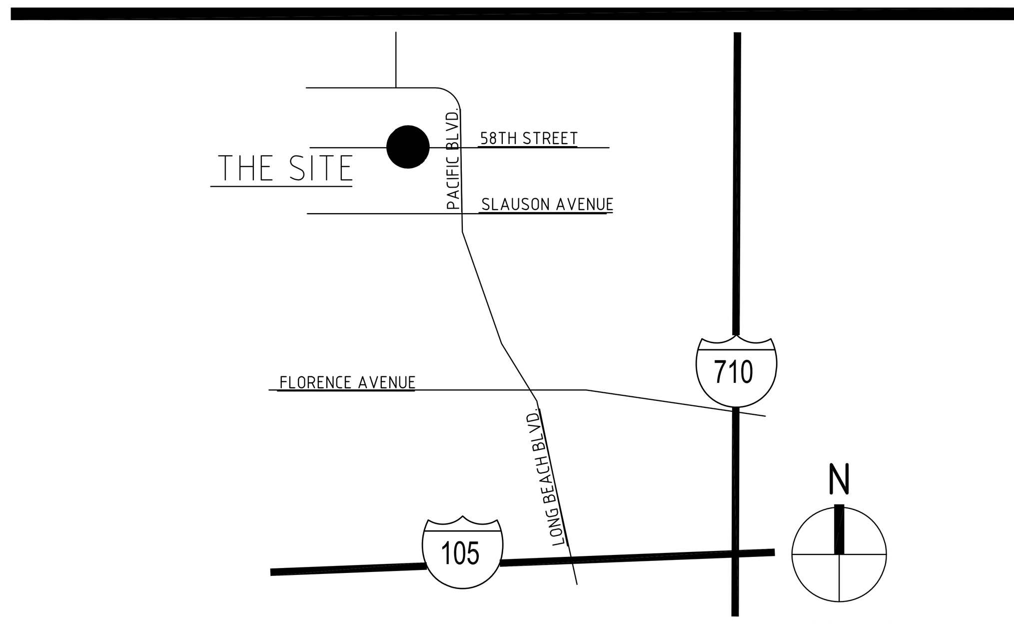
| FS-2.04 | FIRE SPRINKLER MANSARD PLAN |


## VICINITY MAP

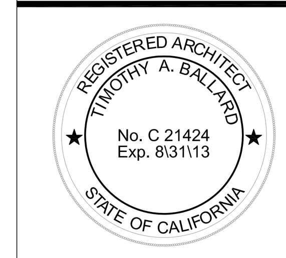



CONSULTANTS

**CIVIL ENGINEER**
PACIFIC COAST CIVIL, INC.

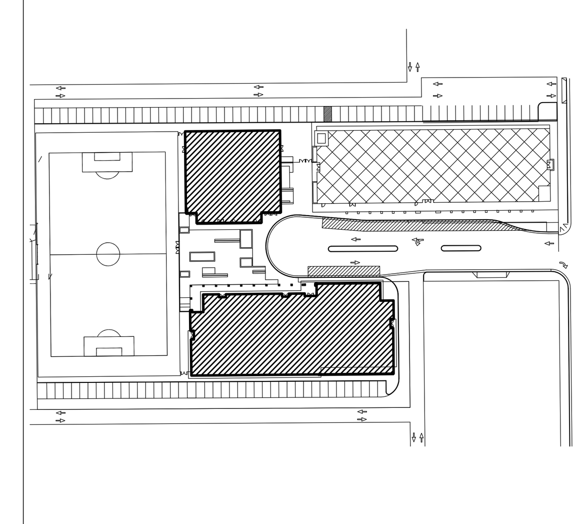
**STRUCTURAL ENGINEER**
KPFF CONSULTING ENGINEERS

**MECHANICAL/PLUMBING/ELECTRICAL ENGINEER**
S Y LEE ASSOCIATES, INC.




IDENTIFICATION STAMP
DIVISION OF STATE ARCHITECT
OFFICE OF REGULATION SERVICES

FILE NO. 19-Pacific Charter
APPLICATION NO. 113823
AC ______ FLS ______ SS ______
DATE ______________________



KEY PLAN
NTS

osborn


320 East Harvard Street / Glendale, CA 91205
Telephone (818) 246 3112 / Fax (818) 246 3567


PROJECT A10012.04

ASPIRE LA 6-12 CHARTER
ASPIRE CHARTER SCHOOLS

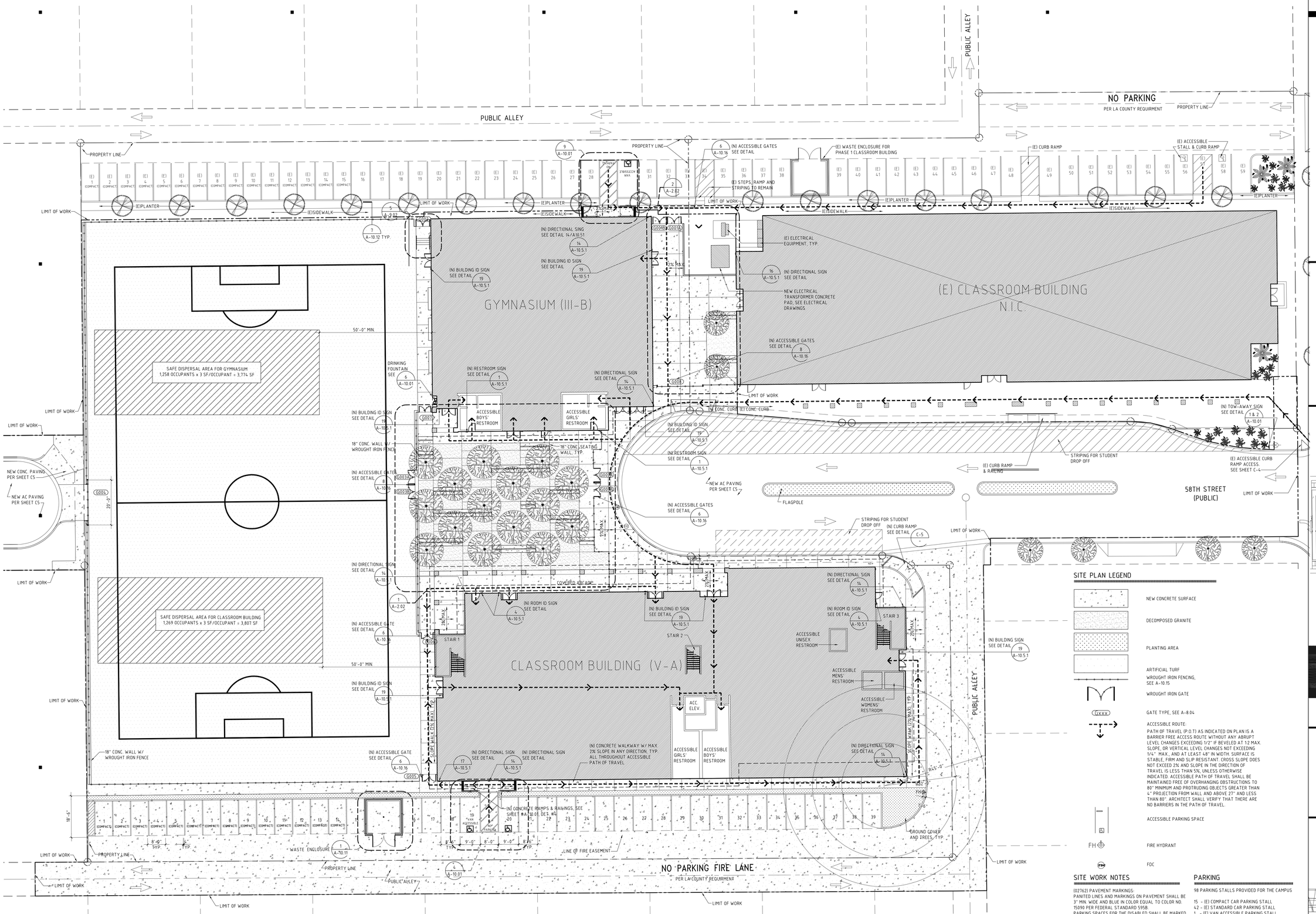
2535/2540 E. 58TH STREET
HUNTINGTON PARK, CA 90255

| | |
|---|---|
| DD SUBMITTAL: | JUNE 25, 2010 |
| 90% CD SUBMITTAL: | AUGUST 27, 2010 |
| DSA SUBMITTAL: | MARCH 14, 2011 |
| DSA BACKCHECK: | OCTOBER 20, 2011 |

CONSTRUCTION DOCUMENT
OCTOBER 20, 2011

# A-0.01

PROJECT INFORMATION




SITE PLAN
1/16" = 1'-0"

## SITE PLAN LEGEND

- NEW CONCRETE SURFACE
- DECOMPOSED GRANITE
- PLANTING AREA
- ARTIFICIAL TURF
- WROUGHT IRON FENCING, SEE A-10.15
- WROUGHT IRON GATE
- GXXX — GATE TYPE, SEE A-8.04
- ACCESSIBLE ROUTE: PATH OF TRAVEL (P.O.T) AS INDICATED ON PLAN IS A BARRIER FREE ACCESS ROUTE WITHOUT ANY ABRUPT LEVEL CHANGES EXCEEDING 1/2" IF BEVELED AT 1:2 MAX. SLOPE, OR VERTICAL LEVEL CHANGES NOT EXCEEDING 1/4" MAX., AND AT LEAST 48" IN WIDTH. SURFACE IS STABLE, FIRM AND SLIP RESISTANT. CROSS SLOPE DOES NOT EXCEED 2% AND SLOPE IN THE DIRECTION OF TRAVEL IS LESS THAN 5%, UNLESS OTHERWISE INDICATED. ACCESSIBLE PATH OF TRAVEL SHALL BE MAINTAINED FREE OF OVERHANGING OBSTRUCTIONS TO 80" MINIMUM AND PROTRUDING OBJECTS GREATER THAN 4" PROJECTION FROM WALL AND ABOVE 27" AND LESS THAN 80". ARCHITECT SHALL VERIFY THAT THERE ARE NO BARRIERS IN THE PATH OF TRAVEL.
- ACCESSIBLE PARKING SPACE
- FH — FIRE HYDRANT
- FDC — FDC

## SITE WORK NOTES

(02762) PAVEMENT MARKINGS:
PAINTED LINES AND MARKINGS ON PAVEMENT SHALL BE 3" MIN. WIDE AND BLUE IN COLOR EQUAL TO COLOR NO. 15090 PER FEDERAL STANDARD 595B.
PARKING SPACES FOR THE DISABLED SHALL BE MARKED ACCORDING TO CBC SECTION 1129B.4.
TACTILE WARNING LINES SHALL BE IN CONFORMANCE TO CBC SECTION 1133B.8.3 AND 1133B.8.4

(02825) FENCES, GATES AND HARDWARE:
GATES IN PATH OF TRAVEL MUST COMPLY WITH EXIT DOOR REQUIREMENTS. (CBC SECTION 1003.3.2) SPECIFY HARDWARE THAT DOES NOT REQUIRE PINCHING, GRASPING, OR TWISTING MOTION TO OPERATE AND PROVIDE SOLID KICK PLATES 10" MIN. HIGH 3" MAX. FROM THE PAVING ON BOTH SIDES OF THE GATE. 5LBS. MAX. OPENING PRESSURE AND DOOR MANEUVERING CLEARANCES.

(09614) DETECTABLE/TACTILE WARNING SURFACES:
SPECIAL WARNINGS FOR DISABLED PERSONS SHALL COMPLY WITH CBC SECTIONS 1138.8.5. PROVIDE MIN. 5 YEAR WARRANTY PER DSA BULLETIN.

## PARKING

98 PARKING STALLS PROVIDED FOR THE CAMPUS

15 - (E) COMPACT CAR PARKING STALL
42 - (E) STANDARD CAR PARKING STALL
1 - (E) VAN ACCESSIBLE PARKING STALL
1 - (E) STANDARD ACCESSIBLE PARKING STALL
59 - TOTAL (E) PARKING STALLS

37 - (N) STANDARD CAR PARKING STALL
1 - (N) VAN ACCESSIBLE PARKING STALL
1 - (N) STANDARD ACCESSIBLE PARKING STALL
39 - TOTAL (N) PARKING STALLS

## CONSULTANTS

**CIVIL ENGINEER**
PACIFIC COAST CIVIL, INC.

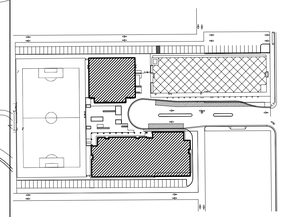
**STRUCTURAL ENGINEER**
KPFF CONSULTING ENGINEERS

**MECHANICAL/PLUMBING/ELECTRICAL ENGINEER**
S Y LEE ASSOCIATES, INC.

REGISTERED ARCHITECT
TIMOTHY A. BALLARD
No. C 21424
Exp. 8/31/13
STATE OF CALIFORNIA

**IDENTIFICATION STAMP**
**DIVISION OF STATE ARCHITECT**
**OFFICE OF REGULATION SERVICES**

FILE NO. 19-Pacific Charter
APPLICATION NO. 113823
AC _____ FLS _____ SS _____
DATE _____



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| DSA SUBMITTAL: | MARCH 14, 2011 |
| DSA BACKCHECK: | OCTOBER 20, 2011 |

CONSTRUCTION DOCUMENT
OCTOBER 20, 2011

A-2.01

SITE PLAN

IV.3

Copy of the student/parent handbook, school safety plan, employee handbook, and any procedure the school will follow to ensure the health and safety of students and staff.

ASPIRE
PUBLIC
SCHOOLS

# Aspire Ollin University Prep

## STUDENT FAMILY HANDBOOK

## 2018-2019

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# WELCOME FROM THE CEO

Dear Aspire Families,

**From all of us here at Aspire, welcome to the 2018-19 school year!**

Aspire was founded in 1998, making this year our **20th anniversary!** For twenty years, we have had the privilege of partnering with families to ensure that every Aspire student receives an excellent education. From day one, our vision has always been ***College for Certain***. We promise to work hard each day to prepare your child for a future filled with choices, and we thank you for partnering with us to make that happen. You, family members, are the wonderful champions, cheerleaders, and coaches for your children - and we could not do this work without you.

This year, there are **over 17,000 Aspire students** across California and Tennessee, and our goal is for each and every one of them to be **prepared for success in college and in life.** From TK through 12th grade, we are **helping students gain the knowledge and skills they need** to tackle any problem - not just 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, both now and in the future.

We believe that **there is no more important work than education** and no greater accomplishment than seeing students reach their goals. Whether this is your family's first year with Aspire or you have been with us for many years, we want you to know what an honor it is for us to work with you and your child (or children!) in our schools.

Thank you for your partnership, and let's have a wonderful year!

Sincerely,

Carolyn Hack
Aspire Public Schools CEO

## 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.

# ASPIRE OLLIN UNIVERSITY PREP INFORMATION AND POLICIES

## LETTER FROM THE PRINCIPAL

Dear Ollin Families,

Welcome to the 2018-2019 school year! We are excited and honored to have you as part of the Aspire Ollin family. We are invested in continuing to build a school community that values the role staff members, teachers, and parents/guardians play in the academic success of ALL students. We believe that our school must foster high academic achievement and civic success in order to prepare our scholars for the 21th century.

We believe that Aspire Ollin ESLRs and Values will prepare our students for the 21st century. The 21st century skills are as follows:

**ESLRS:**

- **Communicate:**
  - By articulating thoughts, generating questions, facilitating discussions, building on one another's ideas, and proposing solutions.
- **Collaborate:**
  - Through communally developing expertise, mastery, and ability to reach collective and individual goals.
- **Critically Think:**
  - To analyze situations from different perspectives, in nuances, ways, and link learning across the curriculum to reason, making decisions, and problem solve effectively
- **Create:**
  - Innovate, and invent to compete in a global community, politically, economically, socially, culturally, and environmentally.

We believe in:
**Ollin Values:**

- Hard-Work
- Integrity
- Courage

In conclusion, I wish you all a wonderful school year. If I can be of any assistance, please do not hesitate to contact me and know that my door is always open.

I am honored to serve as your principal.

Mr. Ramirez
Principal

## SCHOOL SITE MISSION AND VISION

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

# CAMPUS AND OFFICE OPERATIONS

## SCHOOL CONTACT INFORMATION

Aspire Ollin University Prep
2540 East 58th Street
Huntington Park, CA 90255

Office Hours: 8:00 am – 5:30 pm
Afterschool Program: 3:45 pm -6:00 pm

# School Hours:

**Monday – Thursday**
Warning Bell: 8:25 am
Start: 8:30 am
Ends: 3:35 pm

**Friday:**
Warning Bell: 8:25 am
Start: 8:30 am
Ends: 12:45 pm

## SCHOOL SITE CALENDAR

- See next page

# OLLIN CALENDAR, SY 2018-19

## Jul-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 2-6: Summer School<br>4: INDEPENDENCE DAY/NO SCHOOL |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |

## Aug-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13: 1st Day/Students Return; Semester 1 Begins |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 22: Back-to-School, 4-6pm |
| 26 | 27 | 28 | 29 | 30 | 31 | | |

## Sep-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3: LABOR DAY/NO SCHOOL |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## Oct-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT; 2-4: MIDTERMS |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8-12: FALL BREAK |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 16: Students Return; 19: Quarter 1 ends |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22: Quarter 2 Begins |
| 28 | 29 | 30 | 31 | | | | |

## Nov-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12: VETERAN's DAY OBS/NO SCHOOL |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19-20: MIN DAYS; 21-23: THANKSGIVING BREAK |
| 25 | 26 | 27 | 28 | 29 | 30 | | |

## Dec-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 10-13: EXHIBITIONS/MIN DAYS; 14: S1 ENDS |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 17-21: WINTER BREAK |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 24-28: WINTER BREAK |
| 30 | 31 | | | | | | 31: WINTER BREAK |

## Jan-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1-4: WINTER BREAK |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 8: Students Return; Semester 2 Begins |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 21: MLK JR. DAY/NO SCHOOL |
| 27 | 28 | 29 | 30 | 31 | | | |

## Feb-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18: PRES' DAY/NO SCHOOL |
| 24 | 25 | 26 | 27 | 28 | | | 25-1: SLCs; 26-28: MIDTERMS |

## Mar-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 25: Quarter 4 Begins |
| 31 | | | | | | | |

## Apr-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15-19: SPRING BREAK |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 23: Students Return |
| 28 | 29 | 30 | | | | | 29-3: SBAC |

## May-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 29-3: SBAC |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 6-10: AP EXAMS & SBAC |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13-17: AP EXAMS & SBAC |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 20-24: SBAC |
| 26 | 27 | 28 | 29 | 30 | 31 | | 27: MEMORIAL DAY/No School |

## Jun-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3-6: EXHIBITIONS; 3-12: MIN DAYS |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12: LAST DAY of SCHOOL |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## 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: 8:00 am
Please drop off students in front of the school

Pick Up Time: 4:00 pm and 6:00pm for ASP
Please speak to your scholar for pick up location.

Early Pick-Up Policies and Procedures: Scholars will ONLY be released to the names listed on the emergency card.

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

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

## CLOSED CAMPUS

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

## PARENT/FAMILY CONTACT INFORMATION

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

## CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

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

## TELEPHONES AND CALLS TO STUDENTS

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

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

### MEDICATION

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

1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such mediation, **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.

### CLASS PLACEMENT

Class placements are carefully considered and created at Aspire Public Schools, with a goal of balancing classes based on a variety of factors. Parents are welcome to submit a letter describing their child's learning styles and interest, but parent requests for specific teachers are not accepted.

### 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 the pupil's 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 the pupil's 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 pupil 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 the pupil's 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.
(10) For the purposes of attending the pupil's naturalization ceremony to become a US Citizen.

## 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 within **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 front office to sign in for the day and obtain a "tardy pass" before they go to class.

If you have additional procedures, please write them here.

## 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 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,
- failure to return to school,
- or leave without consent,
- 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 under the California Education 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/or 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, the 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 Student Attendance Review Board (SARB).

The school's SART will consist of:

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

## NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB

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

*Notification of Continued Truancy – Referral to Aspire SARB*

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

The APS SARB will consist of:

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

# ACADEMICS

## ACADEMIC INTEGRITY

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

## CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY

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

## INSTRUCTIONAL MATERIALS

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

## TEXTBOOKS AND MATERIALS

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

## REQUIRED RESTITUTION

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

## CALIFORNIA MATHEMATICS PLACEMENT ACT

In accordance with the California Mathematics Placement Act of 2015, Aspire Public School has adopted the "Enhanced Pathway" in the *California Mathematics Framework, 2013* as it allows students to develop a solid foundation on key middle school mathematical concepts, and also gives students time to make key choices on their mathematics pathway. For additional information, please visit www.aspirepublicschools.org.

## 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 Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an internal reading diagnostic assessment
- Other federal, state and local tests as required

### FAMILY LIFE/HIV/AIDS EDUCATION

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

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

## HIGH SCHOOL ACADEMICS

### GRADUATION REQUIREMENTS

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.

| Subject | Credits Required | Comments |
|---|---|---|
| A. History/Social Sciences | 20 | 1 year of World History, 1 year of US History, |
| B. English | 40 | Emphasis in Literature & Composition. |
| C. Mathematics | 30 | Courses must be taken in grades 9-12<br>Recommended sequence: Algebra 1, Geometry, Algebra 2. Geometry is required. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended. |
| D. Laboratory Science | 20 | In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended. |
| E. World Languages | 20 | Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned. |
| F. Visual & Performing Art | 10 | The 10 credits must be in the same form of art in a year-long sequence taken in the correct order, or a semester block covering a year's worth of credit. |
| G. Electives | 10 | Courses can be an additional year in any of the a-g courses listed above or can be an a-g approved "g" elective. |
| US Government and Economics | 10 | 1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses. |
| Other Academic Electives | 55 | Courses can be additional years in any of the a-g courses ***listed*** above, labs that extend a-g courses, academic support courses, non a-g courses that are academic in nature, and additional Advisory course work. ***Courses such as PE and other non-academic courses do not satisfy this requirement.*** |
| Advisory | 20 | Students must enroll in and pass advisory ***every semester, every year***. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher. |
| Technology | 5 | May waive by juried assessment; if waived, credits substituted by another college preparatory elective. |
| Total | 240 | **Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 240-credit requirement.** |

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above, must also complete the following:

| Requirement | Comments |
|---|---|
| Exhibitions | Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. |
| College Credits | Students must take at least 5 college courses, for a total of at least 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e. auto tech, wood shop, graphic design, etc.) |
| **In addition to the above requirements, all seniors at Aspire schools are supported, but not required, to complete the following activities during their senior year.** | |
| College Entrance Exams | Students apply for and take the prescribed college-board entrance examinations. Students who cannot afford to take these exams will receive financial assistance in order to meet this obligation. |
| College Applications | Students apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges). In most cases, students are able to apply to schools that will waive application fees. In cases where this is not possible Aspire will financially assist students in meeting this obligation. This requirement is reduced to 1 for a student who applies and is accepted to 4-year college through a binding Early Decision program. |
| College Financial Aid | Students apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application. |
| College Acceptance | Students will be supported by the college counselor to ensure that all students will be accepted to a 4-year university. |

Students must be enrolled in a minimum of 240 instructional minutes per school day [Education Code §§ 46144, 46146].

## GRADUATION PARTICIPATION

In order for students to participate in the senior graduation ceremony, all graduation requirements (excluding any waived per Aspire's formal waiver process) must be successfully completed by the end of the school day on the Friday prior to graduation. Missing graduation requirements can be completed during the summer of fall following senior year, depending on availability of courses. Once students have completed their graduation requirements, they will be invited to participate in a summer commencement ceremony or the traditional graduation ceremony the following year.

## CONCURRENT ENROLLMENT

Aspire offers high school students the opportunity to obtain dual credit (high school/college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.

## GRANTING CREDIT FROM NON-ASPIRE SCHOOLS

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC/CSU a-g course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School) in order to recover credits.

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

## WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more requirements in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, accommodations or modifications associated with IEPs or 504s, etc.

Approval of requests to waive graduation requirements is determined by a member of Aspire's Senior Leadership Team and/or Education Team.

## SECONDARY GRADING

Students earn grades based on established performance levels as described on the next page. In pursuit of our College for Certain mission, students do not earn high school credits for any course in which they receive less than a C-.

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

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

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

The grade <u>should not be changed</u> if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

## SECONDARY GRADING SCALE

| GRADE | 4.0 POINT SCALE UNWEIGHTED | 5.0 POINT SCALE WEIGHTED | DESCRIPTION |
|---|---|---|---|
| A + | 4.33 | 5.33 | • Demonstrates exceptional progress in meeting content standards at the pupil's grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.<br>• Produces notably superior work and receives consistently high marks on class tests.<br>• Does all assigned work plus additional work.<br>• Shows superior ability to learn facts, principles, and skills; applies them to new situations.<br>• Demonstrates creativity and originality.<br>• Assumes active, alert leadership in learning activities.<br>• Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject. |
| A | 4.00 | 5.00 | |
| A- | 3.67 | 4.67 | |
| B+ | 3.33 | 4.33 | • Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.<br>• Does all assigned work plus some additional work.<br>• Shows above average ability to learn and apply facts, principles, and skills.<br>• Does some independent work, showing initiative and originality.<br>• Assumes active, alert role of follower, and shows some leadership in learning activities. |
| B | 3.00 | 4.00 | |
| B- | 2.67 | 3.67 | |
| C+ | 2.33 | 3.33 | • Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.<br>• Does assigned work, and usually makes up work missed.<br>• Shows average ability to learn and apply facts, principals, and skills.<br>• Shows average ability in critical thinking, and some originality.<br>• Follows class activities and makes some contribution. |
| C | 2.00 | 3.00 | |
| C- | 1.67 | 2.67 | |
| D+ | 0.00 | 0.00 | • The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject<br>• Shows below average growth in understanding of the subject.<br>• Receives consistently below-average marks on tests.<br>• Does less than the average amount of assigned work, and seldom makes up work missed.<br>• Shows below-average ability or initiative in learning and applying facts, principals, and skills.<br>• Participates inadequately or ineffectively in learning activities.<br>• Shows below average ability or initiative in critical thinking and creativity. |
| D | | | |
| D- | | | |
| F | | | |

## WEIGHTED SCALING

For the Aspire weighted 9-12 GPA, only for grades of C- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature and that are taken. For non-Aspire GPAs, weighting is determined

by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

### DROP CLASS POLICY

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook).

### RE-TAKING A CLASS FOR WHICH A PASSING GRADE WAS EARNED

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

## SCHOOL CULTURE AND STUDENT LIFE

### SCHOOL CULTURE HIGHLIGHTS

Aspire Ollin University Prep works hard to create a positive school culture with College 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.

- Student Council-Sponsored Activities
- Back-to-School Nite
- Student-Led Conferences
- Showcases & Exhibitions

### 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, and no shorter than 3 inches above the back of the knee.

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

Aspire Ollin University Prep requires all students to wear uniforms. Below are the specific uniform requirements for students.

School Uniforms by Cambridge Uniforms – **School Year 2018-2019**

| Prices | Middle School | High School | |
|---|---|---|---|
| **Middle & High School Shirts**<br><br>***12th Grade ONLY Senior black shirts** | **Gray Polo (top)**<br> | **9-11th Grade White Polo**<br> | 12th Grade Black Polo<br> |
| **Fitted Grey Pants/ Knee Length Shorts/GREY Skirt**<br> | | **Blue/ Grey knee length shorts/ plaid skirt/ blue/grey fitted pants**<br> | |
| **Sweaters:**<br>**Cardigans**<br>**Vests**<br>**Track Jackets**<br>**Zippered Jacket** | **Navy Blue Cardigan sweater/ Vest/ Crew Sweater or Track Jacket With Ollin LOGO**<br> | **ALL STUDENTS**<br>**School sweater with Ollin Logo**<br>**No Non-uniform jackets and sweaters**<br>**No Headgear (caps, bennies, etc.).**<br>**Non-Uniform Fridays: Casual Dress**<br>**No Midriff showing.**<br>**Appropriate attire, non-offensive, non-gang affiliated, and non-drugs promoting. Appropriateness is to be determined by school staff.** | |
| **SENIOR PRIVILEGE ONLY**<br> **Senior Jacket**<br>**Black Polo**<br> <br>**Jeans: blue and black denim only Monday-Thursday**<br>***NO ripped or torn jeans** | | **PE Uniform**<br>**Grey T-Shirt/ Black Shorts/Navy Sweat Top/ Navy Sweat Pants**<br> | |
| **Undershirts: PLAIN White or SOLID School Colors**<br>**Short Sleeve, Long Sleeve, or Sleeveless** | | **Shoes:**<br>**Any Color, NO HEELS or OPEN-TOED, or sandals** | |

| Our Uniform Rationale | *Nuestra Razónes* |
|---|---|
| Our uniform teaches students accountability and responsibility so that they are ready to enter a professional setting.<br><br>Please support and adhere to our uniform policy, so that we have a collective effort to prepare our students for college, career, and beyond! | *Nuestro uniforme enseña responsabilidad a los estudiantes para que estén listos para entrar en un ambiente profesional.*<br><br>*Por favor apoye y adhiera a nuestra política uniforme, en nuestro esfuerzo colectivo para preparar a nuestros estudiantes para la universidad, la Carrera, y más allá!* |
| **Uniform infractions will result in community service and/or a loss of student activities or events such as spirit week, Pep Rally, Non-educational fields, etc.** | ***Las infracciones de uniforme resultarán en una pérdida de actividades o eventos del estudiante (como la semana del festival, Pep Rally, paseos no-educativos, ect).*** |

## 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.

### DAILY ATTENDANCE AND PARTICIPATION IN ACTIVITIES

Students must attend school on the day of a school activity or event in order to participate. Students who do not attend school the day of a school activity or event, even if the event is in the evening may be denied the privilege of attending school activities or events on that date.

### 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

Aspire Ollin University Prep 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.

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

## SOCIAL-EMOTIONAL LEARNING (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

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

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

Aspire Ollin University Preparatory Academy utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

Lions Quest/RULER: These PreK-12 programs integrate social and emotional learning, character education, drug and bullying prevention, and service learning to promote school and life success.

Please reach out to us if you would like to learn more about the systems and programs 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 the pupil's 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 Sections 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 in Sections 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 the pupil's physical or mental health.

    C. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

    D. Causing a reasonable pupil to experience substantial interference with the pupil's 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 the pupil's age, or for a person of the pupil's age with the pupil's 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, <u>an Aspire student enrolled in any of grades 4 to 12</u>, 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)]

*<u>Procedures in Cases Requiring Suspension</u>*

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

2. <u>Determination of Length of Suspension</u>- 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 section 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 sections 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 section 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 the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 the student's 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 section 48915 (a) or (c)], expulsion should only be used when:

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

*Authority to Expel*

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

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

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

## EXPELLABLE OFFENSES

- *Mandatory Expulsion*

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

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

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

- *Mandatory Recommendation for Expulsion*

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

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

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

- *Permissive Recommendation for Expulsion-requires a second finding of fact*

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

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

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

## HARASSMENT POLICY

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

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

*Verbal Harassment*

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

*Cyber Harassment*

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking platforms including, but not limited to Snapchat, Facebook, Instagram, 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 himself/herself/themselves 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/them that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she/they is/are 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 Education Code § 48900(r) described above

## SEARCHES

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

### POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

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

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

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

### OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to being 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.

### PERSONAL RESPONSIBILITY FOR ITEMS

Students are responsible for maintaining personal items. Aspire is not responsible for the loss or breakage of student's personal items at school unless said items are in the possession of an Aspire staff member at the time they are lost, stolen or broken.

## 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.

## CHILD FIND 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.

## Gender Diverse Student Supports

Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire's educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student's gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school's main office.

## Student Success Team (SST)

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

## Independent Study

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

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

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

## Home Hospital Instruction

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

## Social-Emotional School Counseling Programs

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

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

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

### EMERGENCY MEDICAL CARE

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

### CONTAGIOUS OR INFECTIOUS DISEASE

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

### EMERGENCY PREPAREDNESS AT ASPIRE PUBLIC SCHOOLS

Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies. To that end, every school has a comprehensive school safety plan that 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. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in an event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

### 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.

**Student & Family Celebrations:** STEAM Showcase, Humanities Exhibitions, Cultural & Arts Fairs, Fall & Spring Theatre Performances, and Academic Celebrations.

## 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. **Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Schools reserve the right to assign volunteers to classrooms/activities as needed and to decline a volunteer's services at any time.** 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

Under FERPA, Aspire must get parents' or eligible students' written consent prior to the disclosure of personally identifiable information from students' records.

However, Aspire may disclose designated "directory information" (as defined below) without prior written consent, unless a parent or eligible student has advised Aspire that s/he does not want such "directory information" disclosed. Every parent and eligible student must be notified about what information constitutes "directory information," must be informed that s/he may opt-out of having this information provided about her/his student (or about herself/himself, if over 18 years old), and must provide Aspire with her/his decision to opt out within a reasonable amount of time from when the "directory information" notice was provided. At the start of every school year, parents and eligible students will be provided this "directory information" notice and will be provided a reasonable period of time to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. Aspire defines directory information to include:

- Student's full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete's height and/or weight

The primary purpose of directory information is to allow Aspire to include information about students in certain school publications, such as but not limited to:

- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes

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 or eligible students have advised Aspire that they do not want this information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all directory information, as defined above, from your child's education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify Aspire in writing. Aspire provides an "Opt-Out" form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form or you may submit other written notification within a reasonable amount of time from the date you were informed of what is included as "directory information."

## 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), a federal law, affords 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 Aspire receives a request for access. Parents or eligible students should submit to the Aspire principal a written request that identifies the record(s) they wish to inspect. The Aspire 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 amendment** of the student's education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Aspire to amend a record they believe is inaccurate or misleading. They should write the Aspire principal to clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the Aspire principal will notify, in writing, 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 Aspire 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 Aspire 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 the official's tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

Upon request, Aspire discloses education records without prior written 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. If such transfer of education records is made, Aspire will make a reasonable attempt to notify the parent or eligible student of the records request.

At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her/their expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by Aspire to comply with the requirements of FERPA. The name/address of the office that administers FERPA and receives grievances is:

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

## USDA Civil Rights Statement

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call
(866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

## No Child Left Behind Notification

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

(1) Has the teacher met state certification for the grades and subjects that he or she is teaching?

(2) Is the teacher working with an emergency or conditional certificate?

(3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?

(4) What are the qualifications of the paraeducators working with the child?

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

### PUBLIC MEETING NOTICE

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

## FAMILY CONCERN PROCESS

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.

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: Mr. Joel Ramirez (323)277-2901
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.

A standard form is below. If regions have additional forms or information about the above, they can be included here, but should be CONSISTENT across the region.

## 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**

| | |
|---|---|
| 2540 East 58th Street, Huntington Park, CA 90255 | 5901 East Slauson Ave, Commerce, CA 90040 |
| Telphone: (323)277-2901 Fax:(323)587-3978 | Office (323) 837-9920 Fax (323) 837-9921 |

Date received by Aspire School or Regional Office _____

# UNIFORM COMPLAINT POLICY

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

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

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

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

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

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

Uniform Complaint Officer
c/o Regional Manager/Director of Student Services
5901 East Slauson Ave, Commerce, CA 90040
Office (323) 837-9920 Fax (323) 837-9921

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

[1] A pupil fee includes, but is not limited to, all of the following:

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

[2] A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## ASSURANCES

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

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

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

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

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

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

Aspire designates its CAO/CSO as the compliance officers. The compliance officers shall receive and investigate complaints and ensure compliance with the law. A designee appointed by CAO/CSO may conduct the investigation.

## INITIATION OF COMPLAINT

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

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

## INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally. The complainant and/or the complainant's 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 CAO/CSO or CEO designee will complete an additional investigation and prepare and send to the complainant a written report of the investigation and decision. The CAO/CSO's written report shall contain findings and disposition of the complaint;

corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal, which are as follows:

1. Notify CAO/CSO or CEO designee in writing of the decision to appeal within fifteen (15) days of receiving the written report
2. Submit a letter to the California Department of Education (CDE) along with the originally filed complaint and a copy of Aspire's decision to CA Department of Education, 1430 N Street., Sacramento, CA 95814. Additionally, department specific information can be found here: https://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp

The appeal to the CDE must specify the reason for the appeal and whether Aspire's facts are incorrect and/or the law is misapplied.

## 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 the complainant's to file a complaint.

## UNIFORM COMPLAINT PROCEDURES FORM

Last Name_____ First Name_____
Student Name (if applicable)_____ Grade_____
Address_____ Apt. #_____
City_____ State_____ Zip Code_____
Home Phone_____ Cell Phone_____ Work Phone_____
Email Address_____

Date of Alleged Violation_____ School/Office of Alleged Violation _____

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

☐Child Nutrition ☐ Consolidated Categorical Aid ☐ Special Education
☐ Foster/Homeless ☐ Pupil Fees for Educational Activities ☐ After School Education/Safety
☐ School Safety Plans ☐ Local Control Accountability Plan ☐ Physical Education Minutes
☐ No Child Left Behind ☐ Every Student Succeeds Act ☐ 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 ☐ Immigration Status ☐ 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

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Have you attempted to discuss your complaint with any Aspire Public Schools personnel? If so, with whom and what was the result?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes___ No___

Signature _____

Date _____

Mail, email or deliver your complaint/documents to your regional office:

Uniform Complaint Officer
c/o Regional Manager/Director of Student Services
5901 East Slauson Ave, Commerce, CA 90040
Office (323) 837-9920 Fax (323) 837-9921

## 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 2018-2019.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |

_____ _____

Parent/Guardian Signature Date

# Aspire Ollin University Prep

COMPREHENSIVE SCHOOL SAFETY PLAN

2018-2019 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 Ollin Uniersity Prep Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. (**Each site is required to form a Safety Committee** within the first 1 month of school. The safety committee must be, at a minimum, comprised of the following members. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

Joel Ramirez

Principal (or Designee) Date

Ricardo Campos Sanchez

(Teacher Representative) Date

Aurora Dominguez

(Parent) Date

Erica Aguilar and Ernesto Garcia

(Classified Employee Representative) Date

Adriana Zamorano

(Student) Date

Huntington Park Police Department

(Law Enforcement Agency) Date

Los Angeles County Fire Department

(name), (Fire Department) Date

Schedule of School Safety Committee Meetings

- Minimum of 1 meeting per year.
- Please pre-populate the schedule (can be modified later on)
- One meeting must be at the beginning of the school year in order to review Emergency Preparedness for the year as a team
- Afterschool Director must take part in these meetings
- Once team meets, please sign under "Signature of Designee" on printed hard copy kept at the school

| Date | Time | Description of Meeting | Signature of Designee |
|---|---|---|---|
| 8/17/2018 | 2:30 pm | Emergency Procedures Plan and Drills | |

# 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.

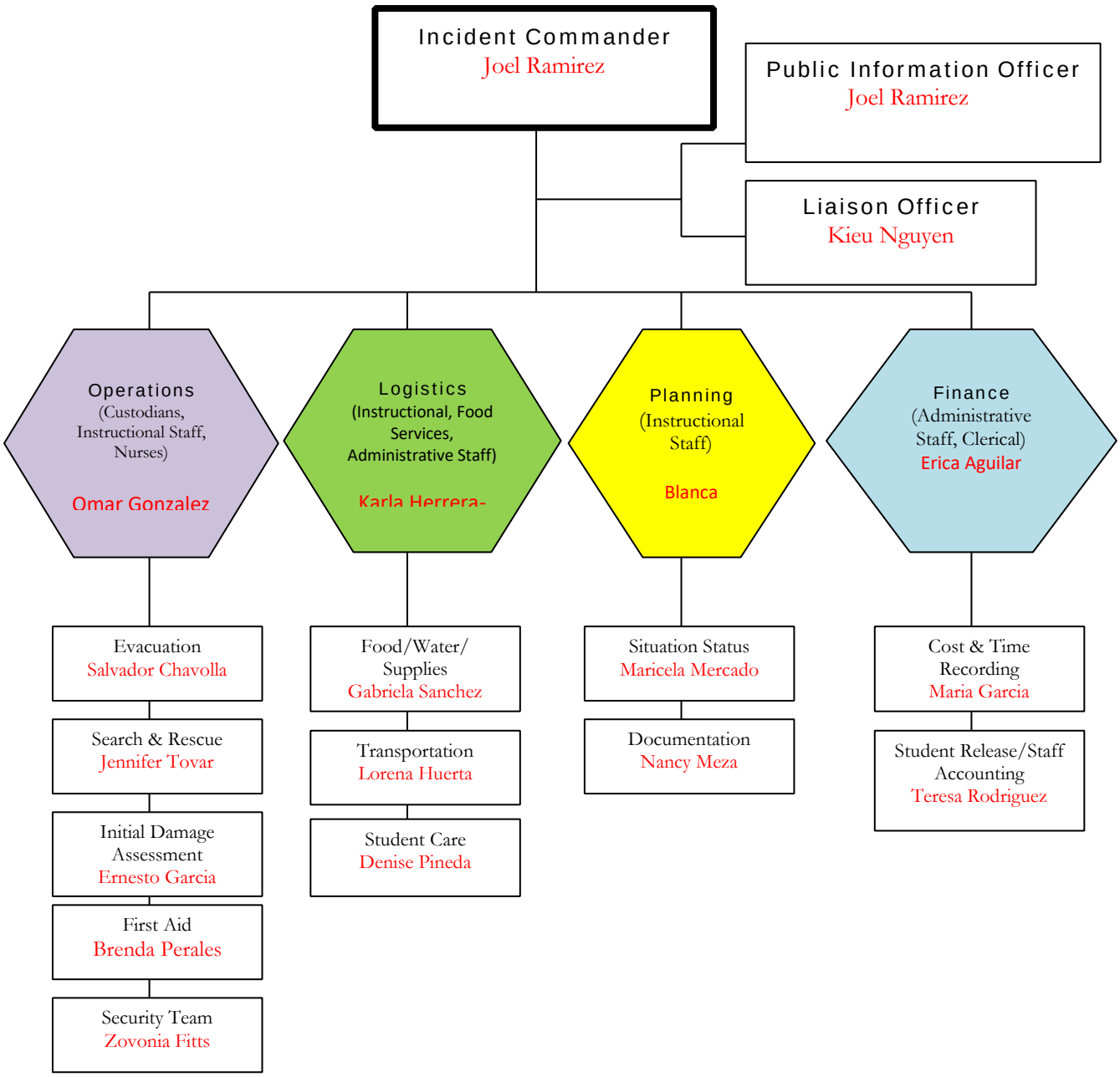
A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

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.readyhoustontx.gov.
American Red Cross: http://www.redcross.org
Pacific Gas and Electric Company (PG&E): http://www.pge.com.
Response Options ALICE Training Institute: http://www.alicetraining.com
D-Prep LLC: http://www.dprep.com

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

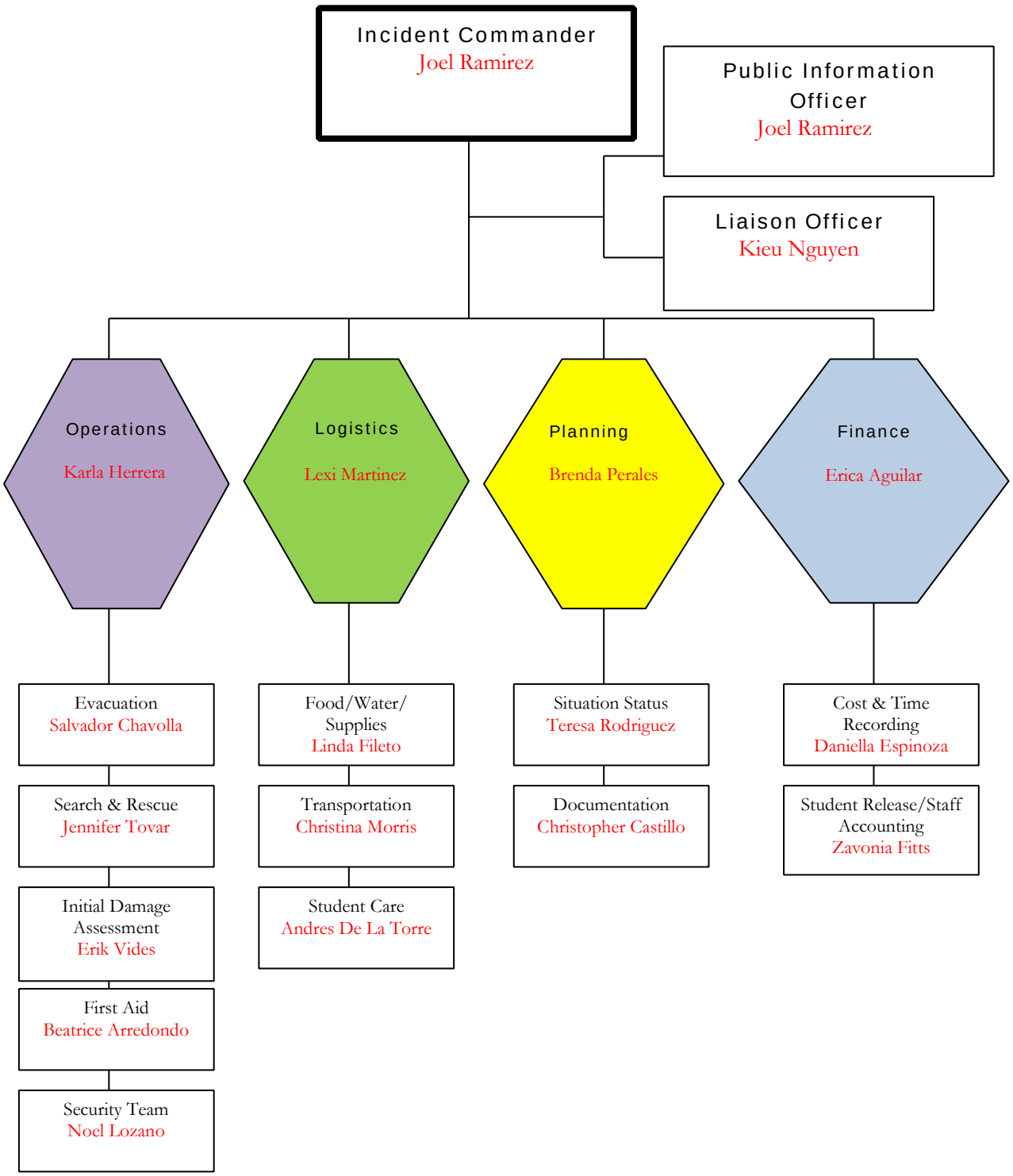
## Incident Command System – For Day Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



# Incident Command System – For Afterschool Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



| Role | Role Definition and Responsibilities |
|---|---|
| Incident Commander | Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent. |
| Public Information Officer | This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement. |
| Liaison Officer | Controls all internal communications. Posts and maintains status information. |
| Operations | In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities. |
| Planning | Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners. |
| Logistics | Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources. |
| Finance | Supervises accounting and documentation. |

# Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

**Principal**

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

**Teachers**

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

**Office Manager**

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

**Custodial Engineers**

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

**Aides, Volunteers and Other Adults**

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

**Community Council**

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at http://www.ready.gov. Other recommended items may include:

Solar blankets
First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies
General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)
Log with special instructions from parents whose children have special needs

# Staff Training Schedule

Please fill out the staff training schedule with any emergency preparedness/drill/safety trainings that will be held this school year.

| ***Date & Time*** | ***Type of Training*** | ***Comments*** |
|---|---|---|
| August 07, 2018 @2:30pm | Emergency Preparedness<br>- Drills | Staff Retreat Day 2 |

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

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
  - **Elementary:** once per month
  - **Middle school:** four times per school year
  - **Secondary:** twice per school year
  - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place**: Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
  - **Elementary:** once per quarter
  - **Secondary:** once per semester
  - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
  -

- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
    - **Elementary**: once per quarter
    - **Secondary**: twice per school year
    - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

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

# Drill Schedule & Log – For Day Program

| Month | Date | Type of Drill | How long did it take? | Activity of Students at time of Drill | Signatures & Date |
|---|---|---|---|---|---|
| Sept | 9/5/18 | Fire | | | |
| Oct | 10/17/18 | Earthquake | | | |
| Nov | 11/15/18 | Fire | | | |
| Dec | 12/5/18 | Lockdown/Shelter in Place | | | |
| Jan | 01/17/19 | Fire | | | |
| Feb | 2/13/19 | Earthquake | | | |
| Mar | 3/12/19 | Fire | | | |
| April | 4/10/19 | Lockdown/Shelter in Place | | | |
| May | 05/14/19 | Earthquake | | | |

# Drill Schedule & Log – For Afterschool Program

| Month | Date | Type of Drill | How long did it take? | Activity of Students at time of Drill | Signatures & Date |
|---|---|---|---|---|---|
| Sept | 9/12/18 | Fire | | | |
| Oct | 10/24/18 | Earthquake | | | |
| Nov | 11/21/18 | Fire | | | |
| Dec | 12/4/18 | Lockdown/Shelter in Place | | | |
| Jan | 1/23/18 | Fire | | | |
| Feb | 2/20/18 | Earthquake | | | |
| Mar | 3/14/18 | Fire | | | |
| April | 4/18/18 | Lockdown/Shelter in Place | | | |
| May | 5/22/18 | | | | |

# 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.

| | |
|---|---|
| **911 Calls** | ● When placing a 911 call: give your name, school name, and school address<br>● Give specific location of shooter, intruder, fire, hazardous material or other emergency<br>● Indicate location of incident command post |
| **Mass Notification to Parents** | <u>During an emergency:</u><br>The Front Office staff informs parents through Parent Square |
| | <u>After an emergency:</u><br>The Front Office staff informs parents through Parent Square and a written letter from the Admin team to go home the same day to parents |

# 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:**

| |
|---|
| **Front Office is set up outside from the school premises to check in with parents who arrive to** |
| **check out their son/daughter. A written letter from Administration goes home the same day** |
| **Staff will communicate through school radios, phones, intercom and internet** |
| |

**If no Internet service:**

| |
|---|
| **Front Office is set up outside from the school premises to check in with parents who arrive to** |
| **check out their son / daughter. A written letter from Administration goes home the same** |
| **Day, Staff will communicate through school radios, phones and intercom** |
| |

## PLAN FOR LOSS OF ELECTRICITY:

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

| |
|---|
| **Staff will communicate through school radios, emergency lights, exit signs, stay inside school** |
| **premises** |
| |
| |

**List capability of backup power:**

| |
|---|
| **City of Huntington Park, Edison 1800-655-4555** |
| |
| |
| |

# Staff Phone List

This information will be used only during a school emergency

Stefan Bean

(Los Angeles Area Superintendent)

Stefan.Bean@aspirepublicschools.org

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Joel Ramirez

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Omar Gonzalez

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Blanca Gonzalez

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Teresa Rodriguez

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Joe Regueiro

(Director of Information Technology)

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---

Debbie Riverhawk

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# Afterschool Program

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Joel Ramirez

(Aspire Ollin University Prep, Principal)

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Kieu Nguyen

(Assistant Principal and Assessment Coordinator)

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323.277.2901 work / 562. 301.6103 cell

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Erica Aguilar

(Business Manager)

Erica.Aguilar@aspirepublicschools.org

323.277.2901 work / 323.215.6688 cell

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# Emergency Procedures

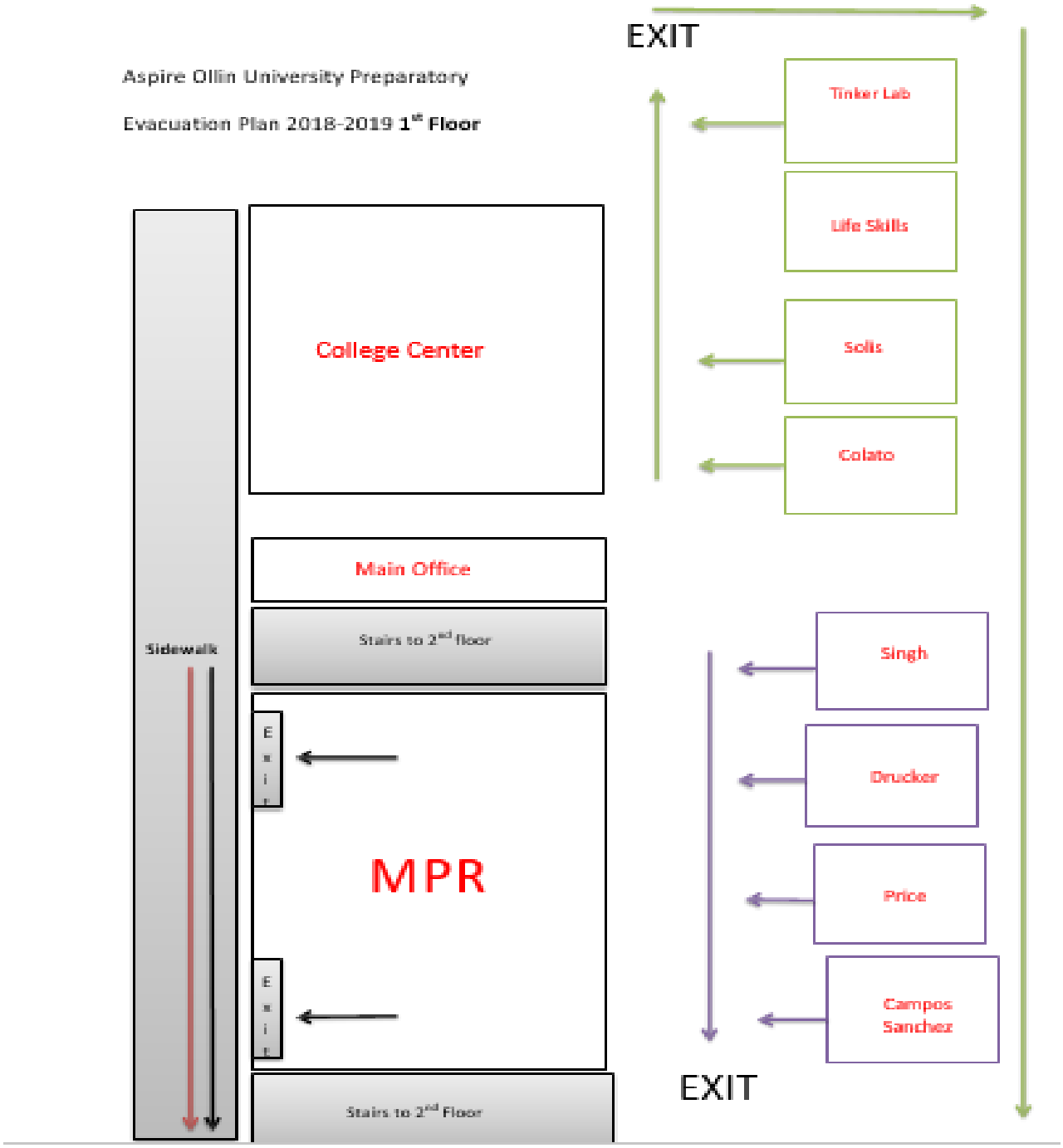
All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

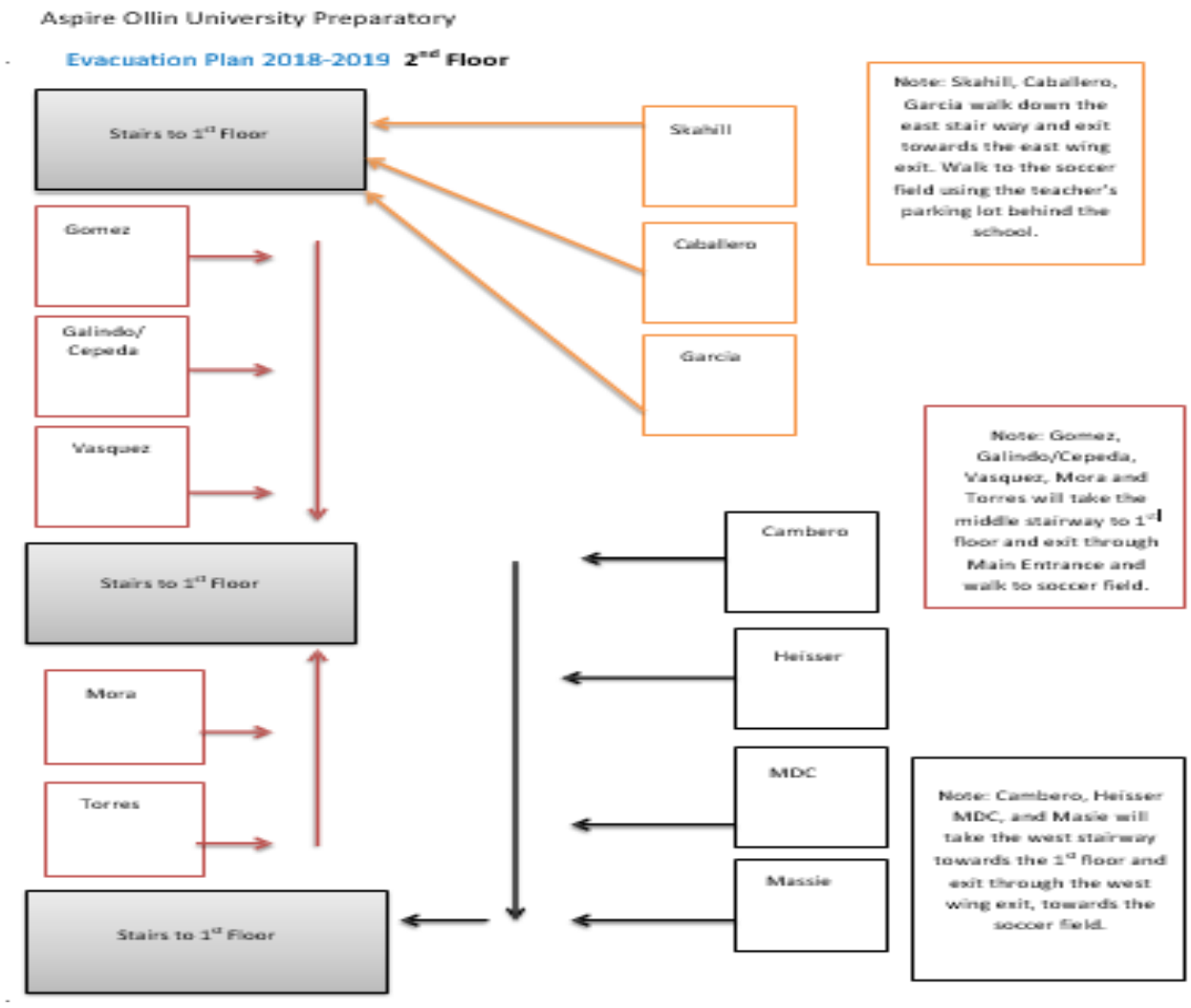
# First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the principal or designee.

# Site Evacuation Plan & Map



# Site Lockdown Procedures



# Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
   - a wheelchair on a daily basis
   - specialized equipment
   - physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.

4. The Site Safety Specialist is responsible for:
   - identifying all students who will require additional assistance
   - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

   *** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| **Individual Student Emergency Procedures Plan** | | |
|---|---|---|
| **Student**: | **Room #:** | **Teacher**: |
| **Designated Specialized Assistants**:<br>***(identify two staff in this area)*** | | |
| **Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*** | | |

| Individual Student Emergency Procedures Plan | | |
|---|---|---|
| **Student**: | **Room #:** | **Teacher**: |
| **Designated Specialized Assistants**:<br>***(identify two staff in this area)*** | | |
| **Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*** | | |

# DISASTER PLANS

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

## Fire

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

## Earthquake

If indoors:

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

If outdoors:

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

# Flood/ Severe Weather

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

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

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

# Electrical Failure

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

# Gas Line Break

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

# Water Main Break

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

# Water Contamination

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

# Chemical Spill/ Incident

If Indoors:

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

If Outdoors:

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

# Lockdown/Active Shooter

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

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

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute "lockdown" or "evacuation" protocol.
   1. If the threat on the inside is greater than the threat on the outside – evacuate (run)
   2. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
   3. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight) Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).

4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
   Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
   Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

# Bomb Threat

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

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

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

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

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

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

# Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of 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 (Firs Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**:

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

# CAMPUS ENVIRONMENT

## Notice of Regulations

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

## Behavior Management Cycle

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

regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

# Behavior Expectation Guidelines

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

In order to reach the goals and objectives of this school, you are expected to:
• BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE by carrying yourself with respect and showing respect to others.
• ABIDE by all Federal, State, County, and City Laws.
• ABSTAIN from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
• REFRAIN from the possession, use, or distribution of tobacco products or cigarettes.
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• DESIST from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
• KEEP AWAY from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
• MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
• PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
• RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
• DESIST from carrying beeper devices, music devices, and cell phones.
• FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
• FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

# School-Wide Expectations for Student Success

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

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

# Closed Campus

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

# SUSPENSION

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

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

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

*Authority to Suspend*

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

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

*Suspension Alternatives*
As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

*Grounds for Suspension and Expulsion (CA Education Code)*
The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

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

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
l) Knowingly received stolen school property or private property.

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

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

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

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

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

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

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

predicted to have the effect of one or more of the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Procedures in Cases Requiring Suspension*

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

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

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

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

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

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

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

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

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

*Appeals Process*

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

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

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

# EXPULSION

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

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

- there is a history of misconduct,

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

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

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

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

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

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

# EXPELLABLE OFFENSES

• *Mandatory Expulsion*

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]
• Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
• Brandishing a knife at another person
• Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

• Committing or attempting to commit a sexual assault or committing a sexual battery
• Possessing an explosive

*• Mandatory Recommendation for Expulsion*

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend
the expulsion of a student who has been determined to have committed any of the following acts
at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.
Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

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

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

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

# HARASSMENT POLICY

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

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

*Verbal Harassment*

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

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

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

*Sexual Harassment*
Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:
1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

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

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

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

- The right to privacy in that no school staff will share a student's personal information with other students.

• The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
• All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
• Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
• Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
• All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
• If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
• Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
• Participation in all clubs and activities will be open to all students.
• Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
• Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

# SEARCHES

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

# POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

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

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

# DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that

their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

# OTHER PROHIBITED ITEMS

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

# DRESS CODE

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

*Uniform Policy*

The purpose of uniform dress at the school is:

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

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

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

*Casual/Free Dress Days*

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

remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

# SAFETY BEFORE AND AFTER SCHOOL

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

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

# PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

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

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

# ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

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

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

# PREVENTION OF CHILD ABUSE POLICY

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

# 2017 Employee Handbook

## WELCOME

Dear Aspire Employees:

Welcome to Aspire Public Schools! Our goal is to create a mission-driven and dynamic work environment, one with an atmosphere of personal and professional growth that serves the needs of the children and families in our communities.

Aspire Public Schools complies with all federal, state, city and local employment laws and regulations, and our policies are updated to stay current with them. In addition, Aspire strives to be an organization where employees are always treated with professionalism and respect. Our policies and practices help to ensure we do this by reflecting Aspire's Core Values:

- Collaboration: Working collectively to accomplish more than what is possible alone
- Purposefulness: Deliberate action, focused on the organization's goals and priorities
- Ownership: Individual and group accountability for results, actions and decisions
- Quality: Commitment to excellence and the discipline to continually improve
- Customer Service: Responsiveness to the needs of external and internal customers

While you have guidelines, rules and standards in this Handbook, none of these can substitute for good judgment, common sense and personal integrity while meeting the challenges of your daily work. If you have questions about anything in this Handbook—or even a topic not addressed in it—please contact your Manager, Principal, or the Human Resources Department. We are here to help!

Providing services for students and their families can be both rewarding and demanding. Upholding strict ethical standards is critical and necessary for the benefit of our students and families, and for the reputation of our schools, as well as for you as Aspire's representatives. During our orientation process, we make time to review some of the key policies in this Handbook. However, it is your responsibility to carefully review and model the information to help us create and maintain a safe, healthy and productive work environment that we all enjoy working in.

We're excited that you've joined us to achieve our goal of the effective delivery of high-quality education to our communities.

Sincerely,

Carolyn Hack
Chief Executive Officer

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# 1. INTRODUCTION

## 1.1 Introductory Statement

This Employee Handbook ("Handbook") describes Aspire Public Schools' ("Aspire") basic policies and procedures. We believe that good performance depends in part on how well-informed you are. This Handbook explains the terms and conditions of employment for all employees, principals, and managers, so that you will know what to expect and what is expected of you.

This Handbook also outlines the programs we have developed to benefit you as part of our team. One of our key objectives is to provide a work environment that promotes teamwork and integrity. The Handbook was developed with this in mind. To be sure you understand how we create this kind of environment, we expect you to read and comply with all provisions of this Handbook, and to ask your Manager, Principal, or the Human Resources Department about anything that is unclear to you.

No handbook can anticipate every circumstance or question about a policy. So, as we continue to grow, we might need to revise, supplement, or rescind policies or portions of the Handbook, with the exception of the at-will policy. Aspire Public Schools, at its sole and absolute discretion, reserves the right to change this Handbook as we deem appropriate, with the exception of the at-will policy. To the extent possible, we will inform you about these changes. The only recognized deviations from the stated policies, including but not limited to the at-will policy, are those authorized and signed by the Chief Executive Officer, or an authorized representative.

Nothing in this Handbook, oral statements or representation, or any including benefit plan descriptions creates, or is intended to create, an employment contract between Aspire Public Schools and any employee that is inconsistent with the Employment-At-Will policy in this Handbook.

Nothing in this Handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in this Handbook or in any other document or policy is intended to limit any concerted activities by employees relating to their wages, hours or working conditions, or any other protected conduct. Furthermore, nothing in this Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to, or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

While you review this Handbook, please be aware that this Handbook is supplemented by Aspire's addendum specific to your state, which will be provided to you. If you have any questions regarding which laws apply to you based on the state or states where you work, please contact Human Resources.

This Handbook incorporates, by reference, the 2017 addendum published by Aspire for your state.

This Handbook summarizes the policies and practices in effect at the time of publication, and it replaces all previously issued handbooks and any policy or memoranda that are inconsistent with the policies described here, with the exception of the at-will policy. While this Handbook lists many policies at Aspire Public Schools, there are also policies and practices unique to specific departments or schools. Your Principal, Supervisor, Senior Executive, or Human Resource Representative will provide you with additional policies for your specific department or location.

Remember, if you have any questions regarding any policies; please contact your Principal, Supervisor or the Human Resources Department.

## 1.2 Employment-At-Will

All employment at Aspire is "At-Will". Whether you are a temporary or regular full-time or part-time employees, you or Aspire Public Schools may terminate this employment relationship at any time, for any reason, with or without cause or notice. This Handbook does not change the at-will nature of employment at Aspire Public Schools, and it is not a contract, express or implied, guaranteeing employment for any specific duration. Nothing in this Handbook creates a contract binding the employee or Aspire Public Schools to an agreement of employment for a specific period of time. No one other than the Chief Executive Officer, or the Chief Executive Officer's authorized representative, has the authority to enter into any agreement with you for employment for any specified period or to make any similar promises or commitments. Such agreement must be in writing signed by the Chief Executive Officer, or the Chief Executive Officer's authorized representative.

## 1.3 Equal Employment Opportunity

Aspire Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available person in every job. Aspire Public Schools prohibits unlawful discrimination based on the following legally protected characteristics: race, color, creed/religion, sex, pregnancy (including childbirth, lactation and related medical conditions), age (40 and above), national origin, ancestry, physical or mental disability, genetic characteristics (including testing), sexual orientation, veteran status, uniformed service member status or any other consideration made unlawful by federal, state, or local laws. This policy also includes prohibiting discrimination based upon a perception that anyone has any of the characteristics listed above, or is associated with a person who has or is perceived as having any of those characteristics. Such discrimination is a violation of Aspire's policy and may be unlawful under federal and/or state law.

Aspire Public Schools is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of Aspire Public Schools and prohibits unlawful discrimination by any employee of Aspire Public Schools. This policy of equal employment opportunity applies to all policies and procedures relating to recruitment and hiring, compensation, benefits, termination, and all other terms and conditions of employment.

In accordance with applicable law, Aspire will extend all legal rights and responsibilities to same sex spouses on the same basis as it extends those rights and responsibilities to opposite sex spouses.

**See your state addendum for more information and policies specific to your state.**

## 1.4 Disabilities and Pregnancy—Reasonable Accommodation

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, Aspire will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee, unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result. Any employee who requires an accommodation in order to perform the essential functions of his or her job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact Human Resources to request such an accommodation. Human Resources will communicate with the employee and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation(s) may be appropriate. In some cases, this interactive process may be triggered without a request from the

employee, such as when Aspire receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform his or her essential job functions.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. Aspire will evaluate information obtained from the employee, and possibly his or her Health Care Provider or another appropriate Health Care Provider, regarding any reported or apparent barriers or limitations, and will then work with the employee to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on Aspire and/or pose a direct threat to the health and/or safety of the individual or others, Aspire will generally make the accommodation, or it may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation, and being willing to consider alternative accommodations when applicable.

Aspire will also consider requests for reasonable accommodations for medical conditions related to pregnancy, childbirth and lactation where supported by medical documentation and/or as required by applicable federal, state or local law.

In addition, Aspire will not discriminate against an employee because she is pregnant or treat an employee that it knows is pregnant differently from a non-pregnant person whose ability or inability to work is similar to that of the pregnant employee. "Pregnancy" means "pregnancy, childbirth, or medical conditions related to pregnancy or childbirth, including recovery from childbirth."

Aspire will provide certain reasonable accommodations in the workplace to pregnant employees upon the advice of a physician. If you believe that you need such an accommodation, please advise Human Resources. Any information regarding the foregoing will be kept confidential to the extent required by law.

Aspire will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. Aspire will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

Employees should discuss with Human Resources or other appropriate persons the location for storage of expressed milk. Employees may also provide their own portable small storage unit or cooler for keeping expressed breast milk cold.

Aspire will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in the same manner that it addresses other non-incapacitating medical conditions, including requested time off for medical appointments, requested changes in schedules and other requested accommodations.

Because some lactation accommodation requirements differ by state, the employee should contact Human Resources or another appropriate manager during the employee's pregnancy or before she returns to work to identify her need for a lactation area or to make any other arrangements necessary under this policy.

Employees who wish to request unpaid time away from work because of a qualifying disability should speak to Human Resources regarding a proposed accommodation.

## 1.5 Religious Accommodation

Aspire will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to Aspire.

Aspire has developed an accommodation process to assist employees, management, and Human Resources. Through this process, Aspire establishes a system of open communication between employees and Aspire to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. The intent of this process is to ensure a consistent approach when addressing religious accommodation requests. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and his or her request for accommodation to the attention of Human Resources to initiate the accommodation process. Aspire requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

## 1.6 Standards of Conduct

As an employee at Aspire Public Schools, you have the responsibility to conduct your work with integrity and consideration, and to treat those you encounter at work in an ethical manner. The behaviors listed below reflect the Core Values of Aspire, however the list is not exhaustive.

As a representative of Aspire Public Schools, you are expected to uphold the values summarized here, and to use good judgment at all times.

- To provide high-quality, cost-effective services to Aspire's students and families.
- To follow Aspire rules, as well as any other site-specific policies.
- To treat fellow employees, students and the families of the diverse populations we serve in a manner that fosters teamwork and cooperation, regardless of position, station, or relationship.
- To act with integrity while representing Aspire Public Schools and conducting business for Aspire.
- To follow all laws, regulations, and the spirit of the law while at work and in relationships connected to your employment. This includes state and federal laws regarding students' rights, employment law, and business and educational practices.
- To understand and follow all regulations and laws, as well as Aspire's policies, regarding student rights and student safety, and to respect staff-student boundaries at all times.
- To prepare and maintain all student, family and proprietary Aspire data, records and reports accurately, truthfully and confidentially; and to ensure the security of the equipment that stores or conveys such information, including computers and available programs, facsimile (fax) machines and lines, paper documents, and related equipment and accessories.
- To always act in ways that support Aspire's Core Values of Quality, Customer Service, Collaboration, Ownership, and Purposefulness.

- To follow all regulations and laws, as well as Aspire's policies, regarding student rights and student safety; and to respect staff-student boundaries at all times.

## 1.7 Religious Neutrality

As a public charter school, Aspire cannot promote the agenda of any religious denomination or religiously affiliated entity. It is both proper and important for teachers to objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with society, literature, or the arts. Instruction shall identify principles common to all religions and foster respect for the multiple creeds practiced by the peoples of the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the schools. Instruction about religion must not favor, promote or demean the beliefs or customs of any particular religion or sect.

Staff shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces. Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students. They shall not lead students in prayer or participate in student-initiated prayer. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

School and classroom decorations may express seasonal themes that are not religious in nature.

Aspire does not intend to impose restrictions on freedom of dress and adornment which may violate an individual's civil rights or which impose particular codes of morality or religious tenets. Appropriateness and moderation in all things, concern for the health and safety of students and staff, and the avoidance of distractions to the educational process are the guiding principles of the employee dress code.

## 1.8 Voluntary Open Door Policy

At Aspire, we value what effective collaboration can do to foster a strong team, improve public education and enable employees to work to their full potential. We also recognize that with change and progress, conflict can arise. Open communication is a way to achieve successful, collaborative working relationships.

Employees are free to speak directly with their Principal, Supervisor, Area Superintendent, the Human Resources Department or any member of the management team if they have any concerns or questions. In particular, Aspire welcomes employees to

- examine and discuss issues, seek information, offer ideas, and explore and resolve problems as they arise
- stay aware of changes in procedures, policies and general information
- communicate ideas, suggestions, personal goals, or problems as they affect your work
- resolve issues directly with each other whenever possible before discussing them with others
- communicate directly with your Supervisor or Principal, or another member of management, depending on the nature of the issue

If you feel there is something we can do to make employment at Aspire Public Schools a more rewarding experience, you are welcome to do the following:

- Respond to the Annual Employee Surveys
- Contact your Regional Human Resources Manager
- Contact your Area Superintendent
- Approach a Human Resources Representative or member of the Management team when he or she visits your school site

## 1.9 Anti-Harassment Policy

At Aspire, we are committed to providing a work environment free of unlawful harassment. Aspire policy prohibits sexual harassment and unlawful harassment based on the following legally protected characteristics: race, color, creed/religion, sex, pregnancy (including childbirth, lactation and related medical conditions), age, national origin, ancestry, physical or mental disability, genetic characteristics (including testing), sexual orientation, veteran status, uniformed service member status or any other consideration made unlawful by federal, state, or local laws. Any such harassment will not be tolerated. This policy applies to all persons involved in the operation of Aspire, including but not limited to, supervisors, managers, other employees, students, students' family members, and vendors. See your state addendum for more information and policies specific to your state.

### Sexual Harassment Defined

Applicable state and federal laws define sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as a basis for employment decisions affecting an individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list of examples:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters, websites, emails, online postings, or text messages;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about any employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations;

- Physical conduct such as touching, assault, or impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment by a manager or supervisor, or harassment by persons doing business with or for Aspire including vendors, parents, guardians and volunteers.

Certain types of misconduct may be sexual harassment even though they have no sexual content and may not be gender-related.

### Other Types of Harassment

Aspire also prohibits nonsexual harassment based upon any characteristic protected under state or federal law. Examples of harassing behavior include, but are not limited to, the following conduct:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures, websites, emails, online postings, or text messages;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

### Harassment Complaint Procedure

Aspire encourages you to report any incidents of harassment immediately so that your complaint can be quickly and fairly resolved. All incidents of harassment that are reported will be investigated. If you feel you have been harassed on the job or become aware of the harassment of others, you are welcome to inform the offender that this behavior is unwelcome. You should also make a written or verbal complaint to your Supervisor, Manager, Human Resources Representative, or any other member of management as soon as possible. Make your complaint as detailed as possibleby including

- the time, date and place of the incident;
- a description of the harassing behavior;
- the names of individuals involved and any witnesses;
- direct quotations of what you heard; and
- any other evidence (notes, pictures, cartoons, etc.).

When Aspire receives your complaint, we will

- conduct a timely, thorough and objective investigation;
- make a determination regarding the reported harassment;

- communicate it to the employee who made the complaint and to the accused harasser(s);
- if warranted, take appropriate disciplinary action up to and including terminating the employment of the harasser(s);
- take appropriate action to deter any future harassment;
- prohibit retaliation against an employee who complains of prohibited harassment or who participates in an investigation;
- take disciplinary action up to and including terminating the employment of an employee who makes an intentionally false allegation of harassment.

Please be aware that the Federal Equal Employment Opportunity Commission (EEOC) and various state agencies investigate and prosecute complaints of prohibited harassment, discrimination or retaliation in employment. If you believe you have been harassed, discriminated against or retaliated against for resisting or reporting harassment, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book and online at www.eeoc.gov..

### Liability for Harassment

Any employee who engages in prohibited harassment is subject to discipline up to and including immediate termination of employment. An employee who engages in prohibited harassment may also be held personally liable for monetary damages.

**See your state addendum for more information and policies specific to your state.**

## 1.10 Policy Prohibiting Bullying and Intimidation

Aspire believes that all students have a right to a safe and healthy school environment. The district, schools and community have an obligation to promote mutual respect, tolerance and acceptance.

Aspire will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes, but is not limited to, direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Aspire expects employees to immediately report incidents of bullying to the Principal or designee. Employees who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period whether on or off campus, and during a school-sponsored activity.

## 1.11 Personnel Files

The information recorded in your personnel file is extremely important. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. to Aspire immediately.

Employees may inspect their personnel file in the presence of a representative of Aspire. Please contact your Supervisor to schedule a convenient time. You may request copies from your file of all documents. If you desire, you may add a written statement to your file explaining any disputed item.

Employees also may inspect their payroll records upon request, and may obtain a copy of these records at their own expense. Aspire will comply with all inspection requests within 21 calendar days, unless it is impossible to do so.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, Aspire will cooperate with - and provide access to your personnel file to - law enforcement officials or local, state or federal agencies in accordance with applicable law.

Health/medical records are not included in your personnel file. These records are confidential. Aspire will safeguard them from disclosure and will divulge such information only 1) as allowed by law; or 2) to the employee's personal physician upon written request or permission of the employee.

# 2. EMPLOYMENT PROCESS

## 2.1 Job Postings, Promotion and Transfers

Aspire is committed to the professional growth and development of employees and to equal employment opportunity. When vacant or newly created positions become available, they will in most cases be posted on the Aspire Public Schools website, although exceptions to this policy may be authorized.

To apply for an open position, submit a current resume along with an Internal Application to the Recruiting team at jobs@aspirepublicschools.org. To be considered eligible for transfer or promotion, you must

- meet the minimum position qualifications and be able to perform the essential functions of the job with reasonable accommodations;
- have held your current position for at least six months; and
- be in good standing in your current position.

## 2.2 Credential Requirements

If you are a credentialed employee, you must meet certain requirements to become employed and to maintain continued employment.

**See your state addendum for more information and policies specific to your state.**

## 2.3 Employment Health Screening Process

All Aspire Public Schools employees must meet their state's requirements for health screening to become employed and to maintain continued employment.

All prospective employees undergo screening for tuberculosis (TB), and are required to complete a TB Risk Assessment Questionnaire and/or a PPD (TB) test dated within 60 days from their hire date. Every employment offer is contingent upon a TB status that is negative from an active infection. An employee will not be scheduled for work until the health screening is completed and cleared. TB Clearances are valid for four years from the date they are administered, at which time the employee will be required to obtain a new TB Risk Assessment Questionnaire and/or a PPD (TB) test and provide documentation demonstrating that the test was negative.

## 2.4 Fingerprinting, Background Check and Disclosure of Criminal Convictions

Aspire complies with all federal and state requirements for fingerprinting prospective employees prior to their beginning work. New hires must successfully complete the applicable background check process prior to their first day of work.

Following completion of the background check process, employees are required to comply with relevant federal and state laws regarding disclosure of criminal convictions. Teachers and administrators also are required to disclose convictions which would automatically revoke their licenses within five days of the conviction. Failure to report a conviction in accordance with federal and state laws and this policy may subject employees to criminal liability and/or may result in disciplinary action, up to and including termination of employment.

See your state addendum for more information and policies specific to your state.

# 3. EMPLOYEE POLICIES AND STANDARDS OF CONDUCT

## 3.1 Employment of Relatives

1. No one with supervisory responsibility will hire or recommend for hire any family member, defined as a parent, grandparent, spouse, domestic partner, significant other or individual with whom the employee is romantically involved, child, sibling, or any corresponding in-law, step-, adoptive relative, or anyone residing on a permanent basis in the Supervisor's home.

2. No employee will be directly supervised or evaluated by a family member as described in paragraph one of this policy. Additionally, family members may not be employed under the same immediate supervisor.

3. Employees hired prior to adoption of this policy are exempt from this guideline, except when the proximity of family members as described in paragraph one of this policy is deemed by the Aspire Public School Governing Board to be detrimental to the operation of Aspire Public Schools, or where the proximity of family members could create an actual or potential conflict of interest.

4. The hiring of family members as described in paragraph one of this policy is also prohibited if it results in a conflict of interest with vendors of the Aspire Public Schools.

5. In the event of a lack of candidates, a need for specialized skills, or unique circumstances, the restriction against hiring family members, as described in paragraph one of this policy, may be waived in the best interest of Aspire Public Schools upon recommendation of a member of the Senior Leadership Team accompanied by the approval of the General Counsel.

6. When other qualified candidates have not applied, task assignments of short duration (generally less than sixty working days), may be exempt from these guidelines.

## 3.2 Solicitation and Distribution

Aspire has established rules applicable to all employees and nonemployees that govern solicitation and distribution of written material and access to Aspire property. Strict compliance with these rules is required.

- Employees may engage in solicitation activities only during nonworking times. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working hours of the employee or employees at whom such activity is directed;

- Employees may distribute or circulate any written or printed material only in non-work areas, during non-working times. No employee shall distribute or circulate any written or printed material in work areas at any time;

- Under no circumstances will nonemployees be permitted to solicit or to distribute written material for any purpose on Aspire property; and

- Off-duty employees are not permitted in work areas.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for Aspire; it does not include break periods, meal periods, or periods in which an employee is not performing and is not scheduled to be performing services or work for Aspire.

### Exceptions to Solicitation Prohibition

Solicitation of monetary or other forms of contribution is permitted with the prior written approval of Human Resources only when the solicitation is in support of an effort that is directly related to the operation of the school or worksite, as, for example, holding a school fundraiser for a trip or for scholarships that can benefit any eligible student.

## 3.3 Aspire Bulletin Boards and Online Sites

Aspire bulletin boards and online company sites (e.g., MyAspire, school site websites, Aspire's Facebook page) are Aspire information channels. Employees are responsible for regularly checking and reading the bulletin boards and for following the rules, regulations and instructions posted there. All Aspire bulletin boards are official bulletin boards. Postings on bulletin boards are subject to approval and should be confined to matters that are related to school business.

## 3.4 Outside Employment

You may hold outside jobs as long as you meet the performance standards of your job with Aspire Public Schools. Please inform your Supervisor of any other employment commitments you have made. You will be judged by the same performance standards as other employees and expected to meet Aspire's scheduling requirements, regardless of any outside work. Outside employment that constitutes a conflict of interest is prohibited. To avoid potential conflicts, if you wish to engage in outside employment, you must submit a written request to Human Resources explaining the details of the outside employment. If authorization is given, Aspire will not assume any responsibility for the employee's outside employment. Specifically, Aspire will not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of such outside employment. Authorization to engage in such outside employment will be reviewed based on the individual circumstances involved and can be revoked at any time.

## 3.5 Whistle Blower Policy

### We Encourage A Speak Up Culture

Choosing to speak up about workplace concerns helps builds a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

### Follow Aspire's Commitment to our Code and the Law

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

### Raise Good Faith Questions and Concerns About Conduct that May Violate our Code

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our "Code" should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire's policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire's contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in this Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of this Handbook address the confidentiality of Aspire's trade secrets and other proprietary information. (See Section 3.11.) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is: (A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

### Aspire Does Not Tolerate Retaliation

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee's salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;
- Threatening an employee who has made a report;
- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire's policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

### How to Raise Questions and Concerns

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency about conduct believed to

violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

### What Aspire Will Do

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

### Adherence to This Policy

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

## 3.6 Media Contact

To ensure that Aspire communicates with the media in a consistent, timely and professional manner about company matters, we ask that you do not respond to media inquiries on Aspire's behalf without authorization. You should notify the Director of Communications, Vice President of Advancement, or your Area Superintendent that you have been contacted by the media whenever you are asked to speak on behalf of Aspire so that Aspire knows that a media inquiry has been made. This rule does not prevent you from speaking with the media, but you should not attempt to speak on behalf of Aspire unless you have specifically been authorized to do so by the Director of Communications.

## 3.7 Child Abuse Reporting

Aspire Public Schools is committed to the well-being and safety of all of our students. We are very strict about the required reporting of suspected child abuse. **See your state addendum for more information and policies specific to your state.**

## 3.8 Professional Boundaries with Students

### Purpose

These policies are intended to guide you in conducting yourself in a way that reflects the high standards of behavior and integrity required of employees at Aspire Public Schools.

## Professional Boundaries

This policy and the examples are intended to specify the boundaries between students and other individuals employed by or associated with Aspire. Crossing the boundaries of a student/employee relationship is deemed an abuse of power and a betrayal of public trust. Although this policy provides direction, it is your obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. Some activities that may seem innocent from your perspective might be perceived as flirtation or sexual insinuation from the viewpoint of a student or parent. One simple standard is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me, or, if I knew it was going to be on the front page of the paper?"

It is important that you understand your responsibility for ensuring that you do not cross the boundaries discussed in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. We recognize there are certain parts of this policy that may not apply if you are a parent of a student, or are employed in certain positions, such as a school counselor.

## Examples of Inappropriate Behaviors

The following behaviors are examples of violations of this policy:

- Giving gifts to a student that are of a personal and intimate nature.
- Any type of unnecessary physical contact with a student in a private situation.
- Kissing of any kind.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments, including sexual jokes, texts, emails or other communication.
- Seeking emotional involvement with a student for your benefit, including discussing inappropriate personal troubles or intimate issues with a student.
- Becoming involved with a student in such a way that a reasonable person may suspect inappropriate behavior.
- Allowing students in your home (unless you are a parent of a student and have personal relationships with the other parent families).
- Sending emails, text messages or letters to students with messages unrelated to school activities or assignments.
- Inviting students to join social networks or being "friended" by students is highly discouraged. You will be held responsible if students are thereby exposed to inappropriate or unprofessional content, including words or pictures. Refer to Section 3.9, Social Media, below for more guidance.

### Examples of Cautionary Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their Supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Being alone in a room with a student at school with the door closed.
- Giving students a ride to/from school or school activities.
- Excessive attention toward a particular student.

### Examples of Appropriate Behaviors

- Interaction with students, including through the use of electronic media or technology, where the message is limited to school assignments and activities.
- Keeping after-class discussions with a student professional and brief.
- Keeping the door open when meeting alone with a student.
- Asking another staff member to be present when you must be alone with an emotional student.
- Keeping reasonable space between you and your students. Stopping and correcting students if they cross your own personal boundaries.
- Giving students praise and recognition without hugging. Pats on the back, high fives and handshakes are acceptable.
- If you are waiting with students to be picked up, bringing the last remaining student to a main public waiting area.
- Getting school and parental written consent for any after-school activity, or to take students off school property for activities such as field trips or competitions.
- Keeping parents informed when a significant issue develops about a student.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Informing your Supervisor/Principal about conflicts with students or situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop and report unacceptable behavior of students or coworkers.
- Keeping your ethical conduct a high priority.
- Asking yourself if your actions are worthy of your job and career.

## 3.9 Social Media

Social media can mean many things, including all means of communicating or posting information or content of any sort on the Internet, whether or not associated or affiliated with Aspire, including to your own or someone else's social networking site, such as Facebook, Instagram or LinkedIn; blogs and other online journals, diaries, opinion pages, and public profiles; personal web site; bulletin boards and chat rooms; micro-blogging, such as Twitter; and the posting of video on YouTube and similar media, as well as any other form of electronic communication. Social networking also includes permitting or not removing postings by others where a staff member can control the content of postings, such as on a personal profile or blog.

Aspire recognizes that you may use social media off-duty or as a part of your work. Use of social media presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, Aspire has established these guidelines for appropriate use of social media. (See also Section 3.3, Aspire Bulletin Boards and Online Sites.)

### Guidelines

- The same principles and guidelines found in Aspire's policies and Core Values apply to your activities online, including but not limited to those policies that pertain to Workplace Violence, Harassment, Staff/Student Interaction, and Standards of Conduct. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved.

- Any unauthorized disclosure, use, and dissemination of personal information regarding minors is forbidden and may result in disciplinary actions, including termination of employment.

- Keep in mind that any of your online conduct that adversely affects your job performance, or the performance of fellow employees, may result in disciplinary action up to and including termination of employment. Additionally, employees may be asked to remove any content that does not meet the rules and guidelines of this policy and/or that may be unlawful.

### First, Be Thoughtful

1. Understand that what you think is private in the online world often has the possibility of becoming very public—without your knowledge or consent. Carefully review your privacy settings or establish separate accounts for private personal use and work.

2. Recognize that as a public employee, your conduct could mistakenly be viewed by others as representing your school, even when you're using your personal account. The power of social networking is that these sites instantly connect you with colleagues and anyone associated with the people or institutions you list.

3. Take time to reflect before you post; once you post content, you usually cannot pull it back.

4. If you have connected with, or "friended", students on a social networking site, consider removing the connections, as it is difficult to control the content from you and others on your social profile that the students are able to view.

5. Maintaining online connections with students can also put other colleagues in your social networks at risk, because the students with whom you are connected may be able to read your colleagues' posts.

6. If you're concerned about the implications of removing "friends," include a message that explains you are doing so in response to a new school policy.

### Tips When Off Duty

Be mindful that your postings, even if done off-premises and off-duty, could have an adverse effect on you, Aspire and its stakeholders, fellow employees, students, families and the communities we serve. Use the following guidelines when using social media off-duty:

1. Express only your personal opinions. Never represent yourself as a spokesperson for Aspire, unless you have been authorized to do so by the Director of Communications. If the content you are posting endorses Aspire's products or services, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of Aspire. If you do publish a blog or post online related to the work you do or subjects associated with Aspire, make it clear that you are not speaking on behalf of Aspire if that will not be obvious from the content or context of your posts. It is best to specifically post "#notanofficialspokesperson" or state "The postings on this site are my own and do not necessarily reflect the views of Aspire."

2. You are strongly discouraged from inviting students and families to join social networks or to be "friended" by students. Insofar as such behavior occurs, exercise good judgment about any content that is shared on the site, as you will be held responsible for any exposure/access by students and families to content, including words or pictures, that violates this policy or any other Aspire policy.

3. Never disclose Aspire's confidential information as defined in Section 3.9 ("Property") of the Employee Handbook, including Confidential Information, or content about students, even if not directly named.

4. Do not post pictures of students or share student information, including grades, on social media sites.

5. Keep in mind that bloggers and commentators are personally responsible for their content on blogs and social networking sites and can be held personally liable for commentary that is considered maliciously false, obscene, or confidential by any third party.

### Tips When On Duty

When you engage in social networking, please keep in mind that we have spent substantial time and resources building Aspire's reputation and goodwill. Use the following guidelines when using social media for purposes of performing your job responsibilities:

1. Social networking for personal purposes should not be conducted while you are on working time.

2. Social networking sites can be used to add value to our instructional efforts. Content should be relevant and help achieve Aspire's purposes or goals.

3. Be professional. Review Aspire's Mission Statement as well as its five Core Values (Purposefulness, Quality, Collaboration, Customer Service, and Ownership) to help guide expectations of professional judgment and communication when expressing your opinions in connection with your performance of your job responsibilities.

4. Use group sites or pages whenever possible to connect with students or families for student-generated content.

5. Only post approved photographs of staff and students. Appropriate permissions for public use must be obtained and will be held by Aspire.

6. Don't disclose Aspire's confidential information as defined in Section 3.10 ("Property") of thisHandbook.

7. Do not comment as an Aspire representative on anything related to legal matters, litigation, or any parties to litigation involving Aspire without the appropriate approval.

8. You are reminded that you should have no expectation of privacy while using company equipment or facilities for any purpose at any time, including authorized blogging and other social media activity. Your public postings may be subject to review by anyone, including Aspire.

### Duty to Report and Prohibition Against Retaliation

We all have a shared responsibility to ensure the safety of staff and students. Aspire policies and classroom guidelines, along with state and federal laws regarding educational privacy, apply in online settings. If you believe that anyone is violating this policy, it is your responsibility to speak up. Please submit any complaints to your School Administrator or Human Resources. All reports shall be as confidential as possible under the circumstances, in accordance with applicable law. It is the duty of the administrator to investigate and thoroughly report the situation.

Aspire prohibits taking adverse action against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy, or for cooperating in an investigation regarding a violation of this policy, will be subject to disciplinary action, up to and including termination of employment.

These guidelines will continually evolve as new technologies and social networking tools emerge, so please review them on a regular basis. If you need clarification of any aspect of these guidelines, contact your Principal or your Human Resources representative.

## 3.10 Employment Verification and References

Aspire policy permits the Human Resources Department to provide official references by verifying only the dates of employment and title of the last position held for current and former employees. No other Supervisor, Manager, Director, or employee is authorized to release official reference information, so all requests for official references on behalf of Aspire must be forwarded to the Human Resources Department. Current or former employees requesting verification of employment or their salary or wages must put their authorization in writing and submit it to the Human Resources Department. No additional information will be provided in response to an official request for a reference.

## 3.11 Property, Including Business Confidential Information

To avoid loss of Aspire property, Aspire has safety plans that specifically set out rules and procedures for maintaining control of entrances, exits andrestricted areas, and other related security issues. You are expected to abide by these specific regulations and good security practices in general.

Aspire property includes not only tangible property like desks and laptops, but also intangible property such as information, including student records and grades. This information is one of Aspire's most important assets. Given the nature of the work we do here at Aspire, protecting business proprietary and confidential information is essential. All employees share responsibility to ensure that proper security of information is maintained at all times.

In the service of Aspire's mission, Aspire may share otherwise proprietary information (e.g., best practices) with other schools and outside parties. If you receive a request from an outside party for either paper or electronic copies of Aspire documents, you may provide documents that have been prepared specifically for publication and dissemination. Otherwise, you should direct the request to the Home Office or Aspire's Chief Operating Officer in order to seek approval from the appropriate person before disseminating documents.

### Business Confidential Information

Confidential information is defined as Aspire's proprietary information, trade secrets and sensitive information.

"Confidential Information" refers to a piece of information, or a compilation of information, in any form (on paper, in an electronic file, or otherwise), related to Aspire's business that Aspire has not made public or authorized to be made public, and that is not generally known to the public through proper means.

The following are examples of Confidential Information:

- Student information, lists, cumulative files, health files and Individual Education Plans;
- Employee health and medical records;
- Financial and marketing data;
- Process descriptions, research plans, formulas and trade secrets;
- Business plans and methods;
- Databases;
- Systems;
- Intellectual property;
- Projections and financing methods;
- Methods of competition;

- Cost of operations and other accounting information;
- Marketing strategies;
- Projects and proposals;
- Research, development and inventions; and
- Technological prototypes.

Confidential business information shall not be deemed to include any information otherwise generally available to the public (other than as a result of an unauthorized disclosure) or information like wages, job descriptions and other items relating to terms and conditions of employment (with the exception that employees are not authorized to disclose any compilation of such information obtained in the course of their employment at Aspire).

Additionally, employees who by virtue of their performance of their job responsibilities have the following information should not disclose such information for any reason, except as required to complete job duties, without the permission of the employee at issue: social security numbers, driver's license or resident identification numbers, financial account, credit or debit card numbers, or security and access codes or passwords that would permit access to medical, financial or other legally protected information.

Federal law provides that student information may not be disseminated except under certain limited conditions. (Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g, 34 CFR Part 99). Employees are subject to appropriate discipline up to and including termination of employment for knowingly or unknowingly revealing confidential information as defined above.

Further , employees are hereby notified that under the 2016 Defend Trade Secrets Act (DTSA): (1) no individual will be held criminally or civilly liable under federal or state trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that: (A) is made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney; and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public; and, (2) an individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document contain the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

### Obligations on Termination

When your employment with Aspire Public Schools ends or at any time upon request, you must return all Aspire documents, computer records and other Aspire property in your possession or control. These items may include, but are not limited to, the following:

- Computer equipment and software;
- Professional books and binders received during training;
- Dictionaries and other reference materials;

- Textbooks, leveled books, classroom books, library books and consumable workbooks;

- Bulletin boards, posters, office supplies, etc.

This is true regardless of purchase method; that is, furniture, equipment and supplies are Aspire property regardless of whether they were purchased directly using a purchase order or credit card, or purchased by the employee but later reimbursed by Aspire through its expense reimbursement process.

## 3.12 Technology Use and Privacy

Aspire provides various Technology Resources to assist you in performing your job duties for Aspire. Each employee has a responsibility to use Aspire's Technology Resources in a manner that increases productivity and complies with the law and Aspire policy. Failure to follow applicable law as well as Aspire's policies regarding its Technology Resources may lead to disciplinary measures, up to and including termination of employment.

Technology Resources consist of all electronic devices, software and means of electronic communication including, but not limited to, the following:

- Computers (desktops, laptops, workstations, mini- and mainframe, iPads);

- Peripheral equipment such as printers, modems, fax machines, copiers, and removable storage devices;

- Computer hardware such as disk drives and tape drives;

- Computer software applications, associated files and data, including software that grants access to external services, such as the Internet; and

- Telephones, cellular phones, pagers, voicemail systems and electronic mail.

Generally, employees are given access to Aspire's various technologies based on their job functions. Employees whose job performance will benefit from the use of Aspire's Technology Resources will be given access as appropriate and necessary. Additionally, employees may be required to successfully complete Aspire-approved training before being given access to Aspire's Technology Resources.

Aspire's Technology Resources are to be used primarily for conducting Aspire business during working time. You may, however, use Aspire's Technology Resources for limited personal use during working time. Personal use should take place outside working time, including break time, whenever possible. All personal use must comply with Aspire rules and applicable law.

Employees have no right to privacy in their business or personal use of Aspire electronic equipment and Aspire reserves the right to review all such use at any time for any business reason. Aspire assumes no responsibility or liability for the following:

- Loss, damage, destruction, alteration, disclosure, or misuse of any personal data or communications transmitted over or stored on Aspire's Technology Resources;

- Loss or non-delivery of any personal electronic mail or voicemail communications or any personal data stored on any Aspire property;

Aspire is aware that employees use electronic mail for correspondence less formal than written memoranda. However, you should not let informality become prohibited use. The following are some examples of prohibited behavior:

- Sharing unlawfully discriminatory, harassing, explicit, obscene, threatening or violent messages, jokes, or cartoons;
- Unauthorized use of copyrighted materials;
- Disclosing confidential business or proprietary information of Aspire or third parties;
- Seeking personal or financial gain; or
- Any other purpose that is illegal, or violates any Aspire policy.

### Privacy

All messages sent and received, including personal messages, and all data and information stored on Aspire's electronic mail system, voicemail system, or computer systems are Aspire property regardless of the content. Aspire reserves the right to monitor and access all of its Technology Resources including its computers, voicemail and electronic mail systems at any time and for any reason, in its sole discretion. As such, you should understand that you have no right of privacy with respect to use of Aspire electronic equipment, including, but not limited to, any messages or information created or maintained on Aspire's Technology Resources, including personal information or messages. Even if you use Aspire equipment to access your own personal email account, these communications may be stored on Aspire equipment. To the extent the communications are stored on Aspire equipment, Aspire may access, monitor and review such items for any business reason in compliance with applicable law.

Some of Aspire's Technology Resources are password-protected to prevent unauthorized access to information, and not to provide any right of privacy to employees. You are expected to maintain your passwords as confidential, not to share passwords and not to access coworkers' systems without permission.

### Aspire Property and Information

Aspire is very sensitive to the issue of protecting the confidential and proprietary information of both Aspire and third parties. You are expected to use good judgment and to adhere to the highest ethical standards when using or transmitting Confidential Information, as defined above in Section 3.9, Property, Including Confidential Information, on Aspire's Technology Resources.

Confidential Information should not be accessed through Aspire's Technology Resources in the presence of unauthorized individuals or from devices not authorized by Aspire. Similarly, Confidential Information should not be left visible or unattended. All Confidential Information transmitted via Technology Resources should be marked with the following confidentiality legend: "This message contains confidential information. Unless you are the addressee (or authorized to receive for the addressee), you may not copy, use, or distribute this information. If you have received this message in error, please advise [sender's name] immediately at [sender's telephone number] or return it promptly by mail."

All software in use on Aspire's Technology Resources is officially licensed software. Before loading, transferring or copying any software from an Aspire Technology Resource to another computer or device, you must request permission and receive written authorization from the IT Administrator.

Aspire has installed a variety of programs and devices to ensure the safety and security of Aspire's Technology Resources. Aspire may perform auditing activity or monitoring to determine compliance with these policies. Audits of software and data stored on Aspire's Technology Resources may be conducted without warning at any time. Any employee found tampering or disabling any of Aspire's security devices will be subject to discipline up to and including termination of employment.

## 3.13 Professional Development and Performance Review

At Aspire, we encourage the professional development of all employees. If you are an educator, Aspire provides summer training before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day instructional leadership and access to external workshops. Extensive training and attentive mentorship cultivate additional skills. For employees who are not educators, Aspire provides you with periodic formal and topical training sessions as well.

All supervisors are strongly encouraged to facilitate Professional Develop Discussions with each employee as part of an ongoing, year-round development process. These reviews may be formal or informal, and verbal or written. The purpose of the review is to support you in your role. Outside of annual reviews, the role of the supervisor is to give timely feedback throughout the year.

In addition, Aspire encourages employees to pursue external professional development opportunities such as workshops or additional certifications. Aspire may cover the cost of this professional development, or may provide current employees with financial assistance in the form of Tuition Reimbursement as part of its benefits package. We encourage you to talk with your immediate supervisor about additional development opportunities and specific career paths. Aspire pays nonexempt employees for time spent attending required development courses and trainings in accordance with applicable law.

## 3.14 Attendance and Punctuality

Regular attendance and punctuality are important factors in your ability to do your job effectively and are requirements for employment at Aspire Public Schools. Excessive absenteeism, tardiness, or not adhering to requirements of the attendance and leave policies, may result in corrective action, up to and including termination, unless the reason for the absence or tardiness is legally protected or otherwise excused. In addition, Aspire will assume you have voluntarily resigned if you are absent three consecutive workdays without authorization or notice to your Supervisor, unless the reason is legally protected.

You are expected to call your Supervisor or Principal as far in advance as possible when you will be late or absent. The minimum call-in requirement is two hours before your scheduled start time, but your Supervisor or Principal may establish more stringent requirements as needed.

If your Supervisor is not available when you call, follow your school or department's pre-established instructions. You must call in for each day of your absence unless your Supervisor gives you different instructions. Calls made by friends, relatives, or another employee to your Supervisor will not be considered proper notification, unless you are incapable of communicating directly. Messages left with someone other than your Principal, Supervisor or other designated person is unacceptable.

## 3.15 Personal Appearance

Aspire Public Schools strives to maintain a professional atmosphere, which is achieved partly through the image employees present to our students, students' families, visitors and communities. As such, Aspire expects that your grooming, hygiene and dress will be appropriate to the work area and work performed. If your department or school has dress requirements specific to your position, your Supervisor or Principal will discuss them with you. While Principals and Department Directors are responsible for maintaining their school's or department's grooming standards, good personal hygiene and cleanliness of attire is mandatory and is your responsibility. Here are some guidelines:

- Clothing and Jewelry: You should wear clean, pressed work attire that is appropriate for your job duties. A general rule to follow is to groom and dress within the standards normally observed in business and educational communities.

- Scents and Odors: Some students and employees may be sensitive to strong perfumes, colognes, or odors. In order to maintain a respectful workplace where consideration is shown for the health and comfort of students and fellow employees, you are asked to wear scents in moderation.

- Casual Dress Days: One day a week may be set as casual dress day at the discretion of the location or department leadership. Aspire or college-themed clothing is encouraged. General appearance and attire must still present a professional, business-casual image.

It is your Supervisor's responsibility to determine if your dress and hygiene meet location standards. If they do not, you may be asked to go home and change. Nonexempt employees will not be paid for the time taken off for this purpose. Repeated noncompliance with the dress and hygiene standards may result in corrective action, up to and including termination of employment.

If you have questions about this policy, direct them to your Supervisor, Principal or the Human Resources Department.

### Religious, Pregnancy, Medical and Disability Accommodations

Aspire will reasonably accommodate exceptions to this policy if required due to an employee's religious beliefs, pregnancy, medical condition or disability. Employees who need such an accommodation must contact their Supervisor or Human Resources.

## 3.16 Personal Phone Calls and Cell Phone Usage

Aspire issues or pays for individual cellular phones for employees who are required to be in close contact with the school or office at all times. While cell phones are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use for the safety of themselves and others.

All employees are required to be professional and conscientious at all times when using Aspire-isued or personal cell phones during work hours. Senior Leadership Team members, Principals, Directors and employees requiring a cell phone due to the nature of their role are eligible for Aspire-isued cell phones. For employees in these positions, requests should be addressed in the hiring process and approved by the employee's Manager or Supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org.

Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones with no cost to either the organization or the employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. In that case, once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

### Usage

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misusage of your cell phone service.

If you are not issued an Aspire cell phone you are discouraged from using your own personal cell phone for business use. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. Any messages left on your voice mail inbox are accessible through your work email.

Personal cell phone use is not permitted during working time. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working. Employees using their personal cell phones while on their meal or rest break should not be in work areas or in areas where their conversation would be disruptive to the study or work of others.

*This subsection ("Usage") applies to employees who began employment with Aspire in or after April 2016.*

### Lost, Damaged, or Stolen Cellular Phones

Our corporate contract with Verizon **does not** include cellular phone insurance, so employees should make every effort to protect and look after their Aspire-isued cellular phones. In the event your phone is lost, damaged, or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

### Leaving Aspire?

Upon termination of your employment, you must return your Aspire-issued phone or any phone that is paid for by Aspire to the TechOps team at the Home Office where it can be re-issued to another staff member or e-wasted if deemed necessary. All cellular phones paid for by an employee may be kept by the employee. Cellular phone service dedicated to an existing employee will be shut off immediately following the last day of employment with Aspire.

### Driving

Aspire has a zero tolerance policy regarding the improper use of a cell phone while driving:

- For the safety of our employees and others, it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone, or you must utilize the hands-free option on the cell phone or a headset/earpiece device.

- Sending, writing, or reading text-based communications on your cell phone while driving an Aspire vehicle or a personal vehicle on Aspire time is prohibited.

- Absolutely no texting while driving is allowed.

- Violation of this policy will result in disciplinary action up to and including termination of employment.

Certain states have specific rules regarding use of electronic equipment while driving. If an employee receives a traffic citation for violation of the law, the employee will be responsible for all fines and other liabilities.

### Personal Telephone Calls and Texting

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

As mentioned earlier in this policy, you are discouraged from using your own personal cell phone for business use.

*This subsection ("Personal Telephone Calls and Texting") applies to employees who began employment with Aspire in or after April 2016.*

Aspire Public Schools reserves the right to amend or alter the terms of this policy.

# 4. PAYROLL POLICIES

## 4.1 Payroll Classifications

All employees of Aspire fall into certain legally recognized payroll classifications. You should be aware of which classification(s) may apply to your position, as this affects conditions of your employment such as eligibility for overtime and company-sponsored benefits. If you have questions, submit them to your Supervisor or Human Resources.

### Nonexempt

Nonexempt employees are classified under state and federal wage and hour regulations as eligible for overtime wages in compliance with applicable federal and state law. Nonexempt employees are paid an hourly wage and must record their hours worked.

### Exempt

Exempt employees are classified under state and federal wage and hour regulations as ineligible for overtime wages. Exempt employees are generally paid a salary.

### Regular Full-time

Regular full-time employees are those who are normally scheduled to work and do generally work 30 hours or more per week. Regular full-time employees are eligible for company-sponsored benefits if they meet all eligibility requirements.

### Regular Part-time

Regular part-time employees are those who are normally scheduled to work and do generally work fewer than 30 hours per week. Part-time employees are generally not eligible for company-sponsored benefits, unless otherwise required by applicable law or applicable plan documents. However, part-time employees who are regularly scheduled for between 20 and 29 hours per week, and who have worked for at least one year at 30 or more hours per week, may be eligible for some benefits on a pro-rated basis (see below) in accordance with Aspire policy and applicable law.

### Part-Time Benefited

Part-time Benefited employees who have been employed by Aspire for at least one year as a full-time employee, and who then drop to .5 FTE or greater (20 or more hours) generally are eligible for the same insurance benefits as Regular full-time employees, at a slightly higher cost. Paid Time Off benefit will be reduced to 50% of FTE. Notwithstanding, if required by applicable law, sick time will accrue at a rate of 1 hour for every 30 hours worked for nonexempt (hourly) employees. If required by applicable law, sick time will accrue at a prorated rate based on FTE for exempt employees.

### Temporary

Temporary employees are employed for short-term assignments to supplement the workforce, complete special projects, or serve as interim replacements. Short-term assignments will generally be for a period of six months or less. Temporary employees are not eligible for benefits except for those legally mandated.

### Substitute

Substitute employees work only on an "as needed" basis, and are not eligible for benefits except for those legally mandated.

## 4.2 Wage and Hour Policies

### Workweeks

Aspire Public Schools operates on a seven (7) day workweek beginning at 12:01 a.m. Sunday morning and ending at midnight Saturday. The normal full-time work schedule is forty (40) hours in a workweek. Alternative schedules may be available for certain positions and in accordance with applicable law. Overtime may be required from time to time, but must be previously authorized.

### Work Schedules

Scheduling is done according to the needs and requirements of the particular school or location. Your Supervisor will assign your individual work schedule. From time to time, an employee's work schedule may require changes to meet business requirements. Should this become necessary, your Supervisor will give you reasonable advanced notice of your new schedule.

Aspire expects you to be at your work station at the start of your scheduled shift and ready to perform your work. If you are not, you are considered tardy.

### Recording Work Time and Time Off

Your Supervisor or Principal will advise you how to record your work hours for payroll purposes. A time sheet is a legal document that must accurately show attendance for exempt employees and actual hours worked for nonexempt employees on a daily basis. Recording another employee's information without proper authorization or falsifying any information will result in discipline, up to and including termination of employment.

Nonexempt employees record hours worked by using either the time card and Replicon clock system or time sheets, as directed by their Supervisor. A nonexempt employee's arrival, departure and meal break times must be recorded accurately.

When an employee receives a paycheck, he or she should verify immediately that all working time was recorded accurately and that the total pay reflects all hours worked as well as all compensated time off. Any errors on an employee's timecard should be reported immediately to the employee's Supervisor, who will correct legitimate errors.

Nonexempt employees should not work any time that is not authorized by their Supervisor. Nonexempt employees are prohibited from working "off the clock" (i.e., without reporting the time worked). An employee should not start work early, finish work late, work during a meal break, or perform any other extra or overtime work unless the employee is directed to do so. If an employee has any questions about when or how many hours the employee is expected to work, he or she should contact a supervisor or Human Resources.

It is a violation of Aspire's policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter his or her own or another employee's time records.

If anyone directs or encourages an employee to incorrectly report the total hours worked, or to alter another employee's time records, the employee should report the incident immediately to a supervisor or Human Resources. Working "off the clock" or directing another employee to do so may result in discipline up to and including discharge.

### Exempt Employees

An exempt employee must be paid on a salary basis. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each pay period, which cannot be reduced because of variations in the quality or quantity of the employee's work. In general, an exempt employee will receive his or her salary for any week in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees are required to report full days of absences from work due to vacation, sick leave, personal business, etc.

However, an exempt employee will not be paid for days not worked in the following circumstances:

- When an exempt employee takes one or more full days off for personal reasons other than sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available vacation time to make up for the reduction in salary;

- When an exempt employee takes one or more full days off from work due to sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available sick time to make up for the reduction in salary;

- When an exempt employee works only part of the week during his or her first and last week with Aspire, the employee will be paid only for the days actually worked; and

- When an exempt employee takes unpaid leave under the Family and Medical Act and corresponding statutes, Aspire will not pay for such days/hours of absence.

An exempt employee's salary will not be reduced due to service as a juror, witness, or for lack of work.

### Meal and Rest Breaks

Aspire provides meal and rest breaks in accordance with applicable laws. It is Aspire's policy to comply with all laws regarding meal and rest breaks.

If an employee works in a state where there are no applicable meal or rest break requirements, Aspire will provide break time as appropriate, subject to operational needs and supervisor discretion. Aspire does not contract to provide such break time in these states.

Any rest breaks of short duration (lasting between five and 20 minutes) will be counted as "hours worked" and paid accordingly. Meal breaks lasting 30 minutes or more are not considered "hours worked" for purposes of federal law and will not be paid for nonexempt employees. Nonexempt employees are required to clock out for any break of 30 minutes or more.

Employees must be completely relieved from work duties during any unpaid meal break. Nonexempt employees must record the beginning and ending time of their meal breaks each day on their time records.

**See your state addendum for more information and policies specific to your state.**

## Lactation Accommodation Policy

Aspire will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child. The lactation break time, if possible, should run concurrently with scheduled rest breaks and meal periods already provided to the employee. If the lactation break time cannot run concurrently with rest and meal periods already provided or additional time is needed for the employee, the lactation break time will be unpaid for nonexempt employees. Where unpaid breaks or additional time are required, the employee should work with her Supervisor or Human Resources regarding scheduling and reporting the extra break time as unpaid. Where state law requires a specified time during each portion of a workday, Aspire will comply with any such requirements.

Where an employee takes unpaid rest breaks during the work day, the employee may be permitted to make up the amount of time used during the unpaid rest period either before or after the work shift as the nature of the job permits. If the employee does not make up the time, no compensation will be provided for the lost time used during the unpaid rest break.

Because exempt employees receive their full salary during weeks in which they work and they are not normally required to identify break and meal times, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

## Overtime

Employees may be required to work overtime on occasion. Aspire Public Schools will attempt to provide as much advance notice as possible, distribute overtime evenly and accommodate individual schedules if requested.

For nonexempt employees, Aspire Public Schools provides compensation for all overtime hours worked according to state and federal law. Your Supervisor or Principal must authorize all overtime work in writing before any overtime work is performed. Working overtime without authorization may result in discipline, up to and including termination of employment. For purposes of determining which hours constitute overtime, only actual hours worked in a given workday or workweek will be counted; sick time, Paid Time Off (PTO), holidays, jury duty or other time off will not be counted toward overtime hours, in accordance with applicable law.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation is paid to exempt employees, in accordance with applicable law.

## Travel Time

For nonexempt employees, time spent traveling from one school site to another for work or training will be compensated as required by applicable law.

When required training for nonexempt employees requires an overnight stay, all time spent traveling during your normal work hours, even for regularly scheduled days off, (excluding regular meal periods) will be compensated. If you work in a state that requires additional compensation, Aspire will comply with all requirements.

As an employee of Aspire Public Schools, a not for profit organization, when you travel for the organization and must spend the night, Aspire covers the cost of a double occupancy room. If you are on the trip with

others there is no cost for the double occupancy rooms but if you prefer a single when there is the option of two/room, you must personally cover the cost of the single room.

When required training does not require an overnight stay, all travel time (excluding meal periods and travel between home and the point of departure if you use public transportation) will be compensated, unless you are traveling as a passenger. However, if you work in a state that requires additional compensation, Aspire will comply with all requirements. Whenever possible, your Supervisor will approve you to travel during your regular work hours. If you want to attend non-required training during your normal work hours, your Supervisor may release you from your regular duties to attend. In such case, you will be compensated only up to your normally-scheduled hours or as otherwise required by law if you work in a state that requires additional compensation.

Exempt employees may travel for work or training during normal work hours without loss of salary.

If you work in a state that provides greater or different benefits for travel time, Aspire will comply with all requirements.

### Aspire Policy

It is Aspire policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. Therefore, Aspire prohibits any Aspire manager from making improper deductions from the salaries of exempt employees, except as permitted by law. Aspire wants employees to be aware of this policy and that Aspire does not allow deductions that violate the FLSA or any applicable state law.

### What To Do When An Improper Deduction Occurs

If an employee believes that an improper deduction has been made to his or her salary, the employee should immediately report this information to Payroll, a supervisor, or any other member of management. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

### Reporting Errors and Obtaining More Information

If any employee, exempt or nonexempt, has questions about deductions from his or her pay, believes he or she has been subjected to improper deductions, or believes that the amount paid does not accurately reflect the employee's total hours worked or salary, the employee may provide a verbal or written report to Human Resources, a supervisor or any other member of management.

Every report will be fully investigated. Aspire will provide the employee with any compensation to which the employee is entitled in a timely fashion. Aspire complies with all applicable laws, including the Fair Labor Standards Act. Aspire will not allow any form of retaliation against individuals who make good faith reports of alleged violations of this policy, or who cooperate in an investigation by Aspire, even if the reports do not reveal any errors or wrongdoing.

If an employee believes he or she has not been paid properly or in accordance with Aspire policy, or if any circumstances arise in which the employee is requested to perform work contrary to this policy, the employee should immediately provide a written or verbal report to Human Resources, a supervisor, or any other member of management. All reports will be investigated and any errors found will be corrected as soon as possible in accordance with applicable law.

## 4.3 Payroll

### Pay Periods and Paydays

Aspire's pay schedule is based on 24 pay periods per year. Paychecks are normally distributed on the 15th and the last day of each month. Aspire encourages all employees to sign up for direct deposit of their pay to their personal checking or savings account.

Exempt employees are paid on the 15th of the month for the pay period from the 1st to the 15th of that month, and on the last day of the month for the pay period from the 16th to the last day of that month.

Nonexempt employees are paid on the 15th for the pay period beginning the 24th of the prior month and ending the 8th of the current month; and paid on the last day of the month for the pay period from the 9th to the 24th of the month.

If a payday falls on a Saturday or a Sunday, you will be paid on the prior Friday. If a payday falls on a holiday, you will be paid the day before the holiday.

Please review your paychecks regularly. If you believe an error has been made on your paycheck, report the discrepancy to Payroll immediately.

### Payroll Deductions

Payroll makes certain deductions from your gross pay, including

- any legally-mandated federal, state, or local withholdings;
- any court-ordered deductions;
- payments for your share of benefit premiums; and
- other voluntary deductions you request.

Your paycheck stub will show wages earned and an explanation and the amount of each deduction taken out of your wages.

Except for deductions that are required by law or court ordered, no deductions will be made from your paycheck without your written authorization. If you have questions concerning why deductions were made or how they were calculated, please contact your Supervisor, Principal, or Human Resources.

### Stipends

For school site employees classified as exempt, Principals may also pay stipends for additional time or duties, i.e., duties that are not included in the typical job description and job responsibilities for an individual's role and not included in an individual's work schedule or work calendar. Stipends are always discussed in advance of the work, and clear responsibilities or deliverables should be explicitly discussed and mutually agreed upon. Stipends are taxed as regular pay.

## Compensation for Teachers

Aspire is committed to providing wages to its instructional employees in a manner that is fair, consistent and competitive to host districts. Information regarding Teacher Compensation and Aspire's Teacher Effectiveness Program can be found directly on MyAspire.

# 5. GROUP HEALTHCARE INSURANCE AND RELATED BENEFITS

## 5.1 Overview of Benefits

At Aspire, we have always believed in the importance of providing affordable healthcare coverage for our employees and their families. Our benefit package currently offers a wide array of selections. It is one important way that we can support the work you do for our students and families. Below is an overview of our benefit program and eligibility requirements.

The benefits information in this Handbook is only a summary of Aspire's benefit plans. This general explanation is not intended to provide you with all the details of these benefits. More details are given in Aspire's benefits guide and in the documentation specific to your benefit elections, including your health insurance plan documents (Plan).This Handbook does not change or otherwise interpret the terms of the official Plan documents. If there is any conflict or difference between the information in this Handbook and the Plan documents, the Plan documents will govern. Aspire reserves the right to change or end these benefits at any time and for any reason, consistent with all laws. If you would like additional information on any of the benefits offered, please contact Human Resources. For assistance with your benefits please email benefits@aspirepublicschools.org.

## 5.2 Benefit Eligibility

**Full-Time Benefit Eligibility:** Regular, full-time employees working a minimum of 30 hours per week become eligible for benefits on the first of the month following date of hire.

**Part-time Benefit Eligibility:** Aspire continues to provide benefits for part-time employees who previously worked at least one full year as a regular full-time employee and who drop down to work between 20 and 29 hours per week. Part-time Benefited employees generally are eligible for all the same benefits as full-time employees, but at slightly different costs; additionally, they receive a reduced Sick Day benefit and a reduced Paid Time Off benefit.

**Dependent Children and Partner Benefit Eligibility:** Benefit-eligible employees may elect to cover their dependent children and spouses. Additional costs may be assessed. Registered domestic partners have the same right to benefits as spouses. Likewise, unmarried benefit-eligible employees may elect to cover their partners whether same sex or opposite, if they live together in an ongoing exclusive committed relationship similar to marriage, have been together for at least 12 months, and intend to continue sharing a household indefinitely. If you work in a state that provides different or greater benefits for partners, Aspire will comply. For more information on dependent coverage or to request forms, please email our Benefit Support Center at benefits@aspirepublicschools.org.

**See your state addendum for more information and policies specific to your state.**

### Benefit Package

Please review Aspire's benefit guide for detailed information about Aspire's benefits. For more information about eligibility or for more information about any of these benefits, contact Human Resources.

**Cash-in-Lieu of Core Benefits:** Since we recognize that some of our employees have other options for group medical coverage, Aspire has a Cash Back option of up to $75 per pay period for employees who waive medical, dental and vision benefits.

**Retirement Programs:** Aspire participates in CalSTRS and TCRS Retirement Programs, as well as CalPERS to the extent currently permitted by law. For more information regarding eligibility, contact the state or refer to the applicable addendum. These programs are administered by the state and provide for automatic enrollment of eligible employees.

**403(b) Retirement Program:** A 403(b) plan is a retirement plan for certain public school employees, employees of tax-exempt organizations and ministers, and is the not-for-profit equivalent of a 401(k) used in many corporate settings. Eligible Aspire employees have the opportunity to make tax-deferred contributions to the 403(b).

Contact retirement@aspirepublicschools.org for more information with respect to eligibility and retirement benefits.

**Flexible Spending Accounts:** Flexible Spending Accounts (FSA) allows you to set aside a portion of your paycheck on a pre-tax basis to be used for eligible health care, dependent care and transit or commuter expenses. Submit your request to Payroll.

**Tuition Reimbursement:** Aspire supports current employees who wish to continue their education to secure increased responsibility and growth within their professional careers. Aspire will reimburse regular, full-time employees and qualified part-time employees for related courses that offer growth in an area related to their current position and career development. Aspire will also offer tuition reimbursement for outstanding tuition owed for courses completed within three years prior to your date of hire (i.e., back-dated from date of hire), to be reimbursed over time.

The maximum reimbursement for tuition is $1,500 per year ($125 monthly or $62.50 per paycheck). Aspire part-time benefit-eligible employees may receive up to 75% of this amount ($93.75 monthly or $46.88 per pay period).

Aspire does not offer lump sum reimbursement for tuition. All reimbursements are paid bi-monthly. Reimbursement payments end when the employee is fully reimbursed or when the employee ceases to work at Aspire, whichever is earlier.

*Eligibility*: You must be a current employee who is benefit-eligible working full-time (over 30 hours a week) or benefit-eligible working part-time (20 – 29 hours a week). Requests for tuition reimbursement will be reviewed by Human Resources to ensure eligibility and to determine whether the tuition qualifies for reimbursement. Tuition reimbursement will not be processed until approved by Human Resources. Human Resources will notify the employee should the application not qualify for reimbursement.

**Adoption Reimbursement:** Effective January 2017, Aspire will reimburse employees up to $2,500 for costs associated with the adoption of a child. To stay in compliance with IRS tax laws, the adoption must be finalized before Aspire can provide this benefit. You will have up to 12 months following the finalization of the adoption to request this reimbursement.

**Employee Assistance Program:** Aspire's Employee Assistance Program (EAP) provides confidential assistance with a variety of work/life issues including: child/dependent care, legal or financial issues, stress management, mental illness, or substance abuse. For a phone consultation or referral, call EAP at 1-800-834-3773.

**Employee Discount Program:** BeyondWork is an online discount program that capitalizes on the speed, flexibility and accessibility of the Internet to give employees a convenient way to address personal needs for leisure, recreation, fitness and community.

**Aspire Paid Supplemental Life, Disability and Accidental Death and Dismemberment Coverage:** Aspire covers 100% of basic group term life, short-and long-term disability and accidental death and dismemberment insurance coverage for all benefit-eligible employees. Eligible employees are covered with life and AD&D insurance in an amount equal their base annualized salary, to a maximum of $75,000. In addition, Aspire Public Schools provides short-term disability coverage to equal a maximum of 66 2/3% of a full-time employee's regular annual wages in conjunction with the state disability insurance, as well as long-term disability coverage equal to a maximum of 60% of regular full-time wages.

**Voluntary Insurance Plans:** Aspire employees have the opportunity to participate in a host of voluntary benefits at low group rates. The following voluntary plans are 100% paid by employees who elect them: Whole Life Insurance and Critical Illness, Voluntary Group Term Life, Buy-Up Short Term Disability and Long-Term Disability. **See your state addendum for more information and policies specific to your state.**

## 5.3 Additional Key Benefit Information

### Benefit Effective Date

Benefits begin for eligible employees on the first day of the month

- after your date of hire, or
- after your benefits eligibility date.

### Benefit Term Date

Your benefits will end on the last day of the month

- that your employment with Aspire ends, or
- in which you chose to discontinue your benefits.

**Qualifying Life Events:** Generally speaking, you are not allowed to make benefit changes during the benefit plan year outside of the Open Enrollment period. With the exception of a few programs, benefit coverage remains in effect for the entire plan year unless you have what the IRS considers a qualifying life event, such as the birth or adoption of a child or a change in your or your spouse's employment status or benefit eligibility. For more information about qualifying life events, please refer to Aspire's benefit workbook or contact the Benefits Team at benefits@aspirepublicschools.org.

**Open Enrollment:** Open Enrollment usually occurs in November and is when you can make changes to your benefit elections. These changes will become effective on January 1. Aspire will notify employees when an Open Enrollment period is approaching.

**Updating your Information:** It is your responsibility to notify the Human Resources Department of any events that may affect your insurance coverage or benefit eligibility. For example, such events may include a change in marital status, the birth of a child, your spouse's loss of coverage under another employer, or

when a dependent child who is enrolled in benefits turns 26. Failure to notify Human Resources of such changes may affect your participation in Aspire's benefit programs.

## 5.4 Health Insurance Continuation (COBRA)

Your benefits coverage ends on the last day of the month following your termination of employment or change in eligibility status. Continuation of medical, dental and vision insurance coverage may be available to you and your dependents at your expense under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). COBRA is available for eligible employees and qualified dependents that lose health coverage due to termination of employment, a change in eligibility status such as a reduction in hours, certain leaves of absence, a divorce, or a dependent exceeding the plan's age limit. Employees pay the full premium costs under COBRA, plus a 2% administrative fee allowed by law. The Benefits Team will advise you which insurance may be converted to individual coverage and which may be covered under COBRA.

# 6. TIME OFF AND LEAVES OF ABSENCE

## 6.1 Aspire Work Calendars and Blackout Dates

Each location may have its own work calendar, which includes Holidays and Paid Days Off. In addition, each calendar may include Blackout Dates, dates when paid time off cannot be scheduled.

## 6.2 Sick Days

Taking care of yourself and family is important. Aspire grants paid Sick Days to provide benefit-eligible employees the flexibility to take care of themselves and family during times of illness or medical need only. Sick Days are not for personal time off, except for personal reasons as may be required by applicable law. When employment ends for any reason, unused Sick Days are not paid out. Nonexempt employees may use Sick Days to cover absences in which the nonexempt employee is scheduled to work but is unable to do so because of illness or medical need.

### Provision of Sick Days

Aspire provides eligible employees paid Sick Days every month as set forth below:

- The number of Sick Days is based on workweek schedules, job title and job classification.
- Aspire will provide Sick Days if you use wage integration while on leave of absence.

### Number of Sick Days

Sick Day accruals are based on your job title and classification. Please refer to the Accrual Chart on MyAspire.

- 249 and 235 Exempt (salary): 12 days per school year; provided pro rata at eight (8) hours per month.
- 196 Exempt (salary): Nine (9) days per school year; provided pro rata at six (6) hours per month.
- 249 and 235 Nonexempt (hourly): 12 days per school year; provided pro rata at eight (8) hours per month.
- 187-212: One (1) hour per every 30 hours worked.
- Part-Time Benefitted employees: Exempt (salary): Prorated based on FTE.
  Nonexempt (hourly): One (1) hour per every 30 hours worked.
- Regular Part-time (scheduled hours between one (1) and 29 a week), Temporary, Substitutes, Long Term Substitutes: One (1) hour per every 30 hours worked.
- Accrued unused sick time will not cap unless your classification is one of the following: (1) Part-time (benefit ineligible); (2) Temporary; and (3) Substitutes/Long Term Substitutes. Under these classifications your sick time will carry over from year to year, but you may never have more than the maximum accrual amount (72 hours). When you hit this cap, accrual will stop and you will not accrue any additional sick time until your balance has dropped below 72 hours.

If you reside in a jurisdiction with legally mandated paid sick leave, you will NOT receive any additional paid sick time pursuant to law, as the foregoing policy provides sick leave equal to, or in excess of, any legally mandated paid sick time required by any jurisdiction in which Aspire operates.

### Using Sick Days

To use sick time, you must follow these procedures:

- Record sick time using Aspire's Time and Attendance system as appropriate.
- Notify your Supervisor or Office Manager as soon as possible and except under unusual circumstances, no later than 2 hours before your scheduled starting time.
- Advise your Supervisor or Office Manager of your anticipated return date and the need for work coverage.
- Sick Days may only be used during days you are scheduled to work according to your Work and Accruals calendar.

### Sick Day Advances

- *All Employees:* You are not permitted to advance Sick Days. In other words, you may not have a negative Sick Days balance.
- In exceptional circumstances when an employee experiences a catastrophic or critical family emergency, Human Resources may approve the use of donated sick time to offer partial wage replacement through the Sick Donation Bank. Please contact hr@aspirepublicschools.org for more information.
- *Status Changes:* Full-time employees who change to part-time status, and are not eligible for part-time benefits, will keep any remaining Sick Days and will begin to accrue sick time at a rate of 1 hour for every 30 hours worked.
- *Unused Sick Days at Termination:* Like most other benefits, the Sick Day benefit will cease at the termination of your employment. You will not be eligible to be paid for any unused Sick Days.
- For employees working in a jurisdiction that has a mandatory sick leave law or a jurisdiction that defines how sick leave may be used or accrued, Aspire will comply with all legal requirements, including providing greater or different benefits than those indicated here. In such a situation, the leave the employee is entitled to under the law will run concurrently with the leave provided under this policy, to the extent permissible under applicable law.

**See your state addendum for more information and policies specific to your state.**

## 6.3 Paid Time Off

Aspire grants Paid Time Off (PTO) to provide benefit-eligible employees with the flexibility to meet both work and personal needs. **See your state addendum for more information and policies specific to your state**.

## 6.4 Paid Holidays

Aspire generally observes the following holidays. Where a holiday falls on a weekend, it may be observed on either the preceding Friday or the following Monday.

1. New Year's Day
2. Martin Luther King, Jr. Day
3. Presidents' Day
4. Memorial Day
5. Independence Day
6. Labor Day
7. Veterans Day
8. Thanksgiving Day
9. Day After Thanksgiving
10. Christmas Eve or the Day After Christmas (assigned every year based on the calendar)
11. Christmas Day

You are eligible for holiday pay only on those holidays that fall within your normal work schedule as designated to the school calendar. If you are uncertain about which days off are considered paid holidays, check with your Supervisor for a holiday calendar.

Unless otherwise provided in this policy, all full-time employees will receive time off with pay at their normal base rate for each Aspire-observed holiday. Nonexempt employees who are required to work on an Aspire holiday will be paid the regular holiday pay in additional to being paid for any hours worked.

Paid holidays that occur during an eligible employee's scheduled Paid Time Off will not be counted as PTO taken, but the employee will not also receive holiday pay.

## 6.5 Introduction to Leaves of Absence

It is recognized that there are occasions which necessitate absence from work due to major life events such as personal illness, injury, birth or adoption of a child, or to care for a family member. Aspire will provide this time off in accordance with applicable law.

## 6.6 Requesting Leave

Employees may request all leaves via Human Resources.

### Medical Leave of Absence

If an employee believes he or she needs a medical leave of absence, the employee should contact Human Resources. Determinations regarding whether to grant the leave, the duration of the leave and reinstatement following the leave will be made in accordance with applicable law. Likewise, determinations regarding continuation of benefits will be made in accordance with applicable law. Employees may be required to provide medical certification of the need for the leave. Leave under this policy will run concurrently with leave under any other required state or federal law.

## 6.7 Family and Medical Leave

This policy only applies where Aspire has 50 or more employees within a 75-mile radius. Where Aspire does not have this number of employees within a 75-mile radius, FMLA does not apply. An employee may be eligible for a personal leave of absence but such a leave is not guaranteed. If the reason for the leave of absence is for your own serious health condition, please see the Reasonable Accommodation Policy (Section 1.4). Leave time and reinstatement under the Reasonable Accommodation Policy is governed by applicable law. Please contact Human Resources for more information.

Aspire will grant family and medical leave in accordance with the requirements of applicable state and federal law in effect at the time the leave is granted. Although the federal and state laws sometimes have different names, Aspire refers to these types of leaves collectively as "FMLA Leave." In any case, employees will be eligible for the most generous benefits available under applicable law.

### a. Employee Eligibility

To be eligible for FMLA Leave benefits, you must (1) have worked for Aspire for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months as of the start of the leave; and (3) work at a location where at least 50 employees are employed by Aspire within 75 miles, as of the date the leave is requested. Eligibility requirements may differ for employees who have been on a protected Military Leave of absence. If employees are unsure whether they qualify, they should contact Human Resources.

### b. Reasons for Leave

State and federal laws allow FMLA Leave for various reasons. Because an employee's rights and obligations may vary depending upon the reason for the FMLA Leave, it is important to identify the purpose or reason for the leave. FMLA Leave may be used for one of the following reasons, in addition to any reason covered by an applicable state family/medical leave law:

1. the birth, adoption, or foster care of an employee's child within 12 months following birth or placement of the child ("Bonding Leave");

2. to care for an immediate family member (spouse, child, or parent) with a serious health condition ("Family Care Leave");

3. an employee's inability to work because of a serious health condition ("Serious Health Condition Leave");

4. a "qualifying exigency," as defined under the FMLA, arising from a spouse's, child's, or parent's "covered active duty" (as defined below) as a member of the military reserves, National Guard or Armed Forces ("Military Emergency Leave"); or

5. to care for a spouse, child, parent or next of kin (nearest blood relative) who is a "Covered Service member," as defined below ("Military Caregiver Leave").

Definitions:

Child, for purposes of Bonding Leave and Family Care Leave, means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that Family and Medical Leave is to commence. "Child," for purposes of Military Emergency Leave and Military Caregiver Leave, means a biological, adopted, or foster child, stepchild, legal ward, or a child for whom the person stood in loco parentis, and who is of any age.

Parent, for purposes of this policy, means a biological, adoptive, step- or foster father or mother, or any other individual who stood in loco parentis to the person. This term does not include parents "in law." For Military Emergency leave taken to provide care to a parent of a military member, the parent must be incapable of self-care, as defined by the FMLA.

Covered Active Duty means (1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and (2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

Covered Service member means (1) a member of the Armed Forces, including a member of a reserve component of the Armed Forces, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties, or (2) a person who, during the five (5) years prior to the treatment necessitating the leave, served in the active military, Naval, or Air Service, and who was discharged or released therefrom under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has a qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For purposes of determining the five-year period for covered veteran status, the period between October 28, 2009 and March 8, 2013 is excluded.

Spouse means the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into, or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This includes common law marriage and same sex marriage in places where these marriages are recognized.

Key Employee means a salaried FMLA-eligible employee who is among the highest paid 10 percent of all the employees employed by the employer within 75 miles of the employee's worksite.

c. Length of Leave

The maximum amount of FMLA Leave will be twelve (12) workweeks in any 12-month period when the leave is taken for (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; and/or (4) Military Emergency Leave. However, if both spouses work for Aspire and are eligible for leave under this policy, the spouses will be limited to a total of 12 workweeks off between the two of them when the leave

is for Bonding Leave or to care for a parent using Family Care Leave. A 12-month period begins on the date of your first use of FMLA Leave. Successive 12-month periods commence on the date of your first use of such leave after the preceding 12-month period has ended.

The maximum amount of FMLA Leave for an employee wishing to take Military Caregiver Leave will be a combined leave total of twenty-six (26) workweeks in a single 12-month period. A "single 12-month period" begins on the date of your first use of such leave and ends 12 months after that date.

If both spouses work for Aspire and are eligible for leave under this policy, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Military Emergency Leave, Bonding Leave and/or Family Care Leave taken to care for a parent.

To the extent required by law, some extensions to leave beyond an employee's FMLA entitlement may be granted when the leave is necessitated by an employee's work-related injury or illness or by a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

### Intermittent or Reduced Schedule Leave

Under some circumstances, you may take FMLA Leave intermittently—which means taking leave in blocks of time, or by reducing your normal weekly or daily work schedule. Leave taken intermittently may be taken in increments of no less than 15 minutes where the employee chooses to use available paid leave, or may be taken in the smallest increment used to track time if the employee chooses to use unpaid leave. Employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt Aspire's operations. Please contact Human Resources prior to scheduling planned medical treatment. If Family and Medical Leave is taken intermittently or on a reduced schedule basis due to foreseeable planned medical treatment, Aspire may require you to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

When an employee who has been approved for intermittent leave seeks leave time that is unforeseeable, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave at the time the employee calls off. As discussed more generally below, if your request for intermittent leave is approved, Aspire may later require you to obtain recertification's of your need for leave. For example, Aspire may request recertification if it receives information that casts doubt on your report that an absence qualifies for Family and Medical Leave.

To the extent required by law, some extensions to leave beyond an employee's FMLA entitlement may be granted when the leave is necessitated by an employee's work-related injury/illness or a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

### Limitations on Intermittent Leave

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. An instructional employee who is on FMLA leave at the end of the school year shall be provided

with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the employer may require the employee to choose either to

(i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

(ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

These rules apply only to a leave involving more than 20 percent of the working days during the period over which the leave extends. For example, if an instructional employee who normally works five days each week needs to take two days of FMLA leave per week over a period of several weeks, the special rules would apply. Employees taking leave which constitutes 20 percent or less of the working days during the leave period would not be subject to transfer to an alternative position. Periods of a particular duration means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave.

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, Aspire may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, Aspire may require the employee to delay the taking of leave until the notice provision is met.

If an instructional employee begins leave more than five weeks before the end of a term, Aspire may require that the employee continue taking leave until the end of the term if the leave will last at least three weeks and the employee would return to work during the three week period before the end of the term.

If an instructional employee begins leave during the five weeks before the end of a term because of the birth of a child, the placement of a child for adoption or foster care, to care for a spouse, child, or parent with a serious health condition, or to care for a covered service member, Aspire may require that the employee continue taking leave until the end of the term if the leave will last more than two weeks and the employee would return to work during the two week period before the end of the term.

If an instructional employee begins leave during the three week period before the end of a term because of the birth of a child, the placement of a child for adoption or foster care, to care for a spouse, child, or parent with a serious health condition, or to care for a covered service member, Aspire may require that the employee continue taking leave until the end of the term if the leave will last more than five working days.

“Instructional employees” are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job

actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists.

For purposes of these provisions, academic "term" means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. An example of leave falling within these provisions would be where an employee plans two weeks of leave to care for a family member which will begin three weeks before the end of the term. In that situation, the employer could require the employee to stay out on leave until the end of the term.

If an employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The employer has the option not to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by Aspire to the end of the school term is not counted as FMLA leave; however, Aspire shall maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

### d. Notice and Certification

#### (1) Bonding, Family Care, Serious Health Condition and Military Caregiver Leave Requirements

Employees are required to provide

1. when the need for the leave is foreseeable, 30 days' advance notice or such notice as is both possible and practical if the leave must begin in less than 30 days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);

2. when the need for leave is not foreseeable, notice within the time prescribed by Aspire's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;

3. when the leave relates to medical issues, a completed Certification of Health Care Provider form within 15 calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a Certification of Health Care Provider form);

4. periodic recertification (upon request); and

5. periodic reports during the leave.

Certification forms are available from Human Resources. At Aspire's expense, Aspire may also require a second or third medical opinion regarding your own serious health condition or the serious health condition of your family member. In some cases, Aspire may require a second or third opinion regarding the injury or illness of a "Covered Service member." Employees are expected to cooperate with Aspire in obtaining additional medical opinions that Aspire may require.

When leave is for planned medical treatment, you must try to schedule treatment so as not to unduly disrupt Aspire's operation. Please contact Human Resources prior to scheduling planned medical treatment.

Recertification after Grant of Leave

In addition to the requirements listed above, if your Family and Medical Leave is certified, Aspire may later require medical recertification in connection with an absence that you report as qualifying for Family and Medical Leave. For example, Aspire may request recertification if (1) the employee requests an extension of leave; (2) the circumstances of the employee's condition as described by the previous certification change significantly (e.g., your absences deviate from the duration or frequency set forth in the previous certification; your condition becomes more severe than indicated in the original certification; you encounter complications); or (3) Aspire receives information that casts doubt upon your stated reason for the absence. In addition, Aspire may request recertification in connection with an absence after six months have passed since your original certification, regardless of the estimated duration of the serious health condition necessitating the need for leave. Any recertification requested by Aspire shall be at the employee's expense.

#### (2) Military Emergency Leave Requirements

Employees are required to provide

1. as much advance notice as is reasonable and practicable under the circumstances;

2. a copy of the covered military member's active duty orders when the employee requests leave and/or documentation (such as Rest and Recuperation leave orders) issued by the military setting forth the dates of the military member's leave; and

3. a completed Certification of Qualifying Exigency form within 15 calendar days, unless unusual circumstances exist to justify providing the form at a later date.

Certification forms are available from the Human Resources Department.

#### (3) Failure to Provide Certification and to Return from Leave

Absent unusual circumstances, failure to comply with these notice and certification requirements may result in a delay or denial of the leave. If you fail to return to work at your leave's expiration and have not obtained an extension of the leave, Aspire may presume that you do not plan to return to work and have voluntarily terminated your employment.

### e. Compensation During Leave

Generally, FMLA Leave is unpaid. However, you may be eligible to receive benefits through state-sponsored or Aspire-sponsored wage-replacement benefit programs. If you are eligible to receive these benefits, you may also choose to supplement these benefits with the use of vacation and sick leave, to the extent permitted by law and Aspire policy. You will receive no more than your regular compensation during this period. If you are not eligible to receive any of these wage-replacement benefits, Aspire may require you to use vacation and sick leave to cover some or all of the FMLA Leave. The use of paid benefits will not extend the length of a FMLA Leave. For additional details or questions regarding compensation during

leave, including pay during school breaks or holidays while on leave, please email the Benefits Team at benefits@aspirepublicschools.org.

### f. Benefits During Leave

Aspire will continue making contributions for your group health benefits during your leave on the same terms as if you had continued to work. This means that if you want your benefits coverage to continue during your leave, you must also continue to make any premium payments that you are now required to make for yourself or your dependents. Employees taking Bonding Leave, Family Care Leave, Serious Health Condition Leave and Military Emergency Leave will generally be provided with group health benefits for a 12 work week period. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of 26 work weeks. In some instances, Aspire may recover premiums it paid to maintain health coverage if you fail to return to work following a FMLA Leave.

If you are on a FMLA Leave but are not entitled to continued paid group health insurance coverage, in some circumstances you may continue your coverage through Aspire in conjunction with federal and/or state COBRA guidelines by making monthly payments to Aspire for the amount of the relevant premium. Please contact the Human Resources Department for further information.

Your length of service as of the leave will remain intact, but benefits such as vacation and sick leave will not be provided while on an unpaid FMLA Leave.

### g. Job Reinstatement

Under most circumstances, you will be reinstated to the same position held at the time of the leave or to an equivalent position with equivalent pay, benefits and other employment terms and conditions. However, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement.

Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a Health Care Provider that certifies the employee can perform the essential functions of the job as those essential functions relate to the employee's serious health condition. For an employee on intermittent FMLA leave, such a release may be required if reasonable safety concerns exist regarding the employee’s ability to perform his or her duties, based on the serious health condition for which the employee took the intermittent leave.

“Key employees,” as defined by law, may be subject to reinstatement limitations in some circumstances. If you are a “key employee,” you will be notified of the possible limitations on reinstatement at the time you request a leave.

### h. Confidentiality

Documents relating to medical certifications, recertifications or medical histories of employees or employees' family members will be maintained separately and treated by Aspire as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to supervisors and managers, first aid and safety personnel or government officials.

### i. Fraudulent Use of FMLA Prohibited

An employee who fraudulently obtains Family and Medical Leave from Aspire is not protected by FMLA's job restoration or maintenance of health benefits provisions. In addition, Aspire will take all available appropriate disciplinary action against such employee due to such fraud, including but not limited to termination of employment.

### j. Additional Information Regarding FMLA

A Notice to Employees Of Rights Under FMLA (WHD Publication 1420) is available at https://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf.

**See your state addendum for more information and policies specific to your state.**

## 6.8 Personal Leave

In an effort to accommodate an employee's need for time off, Aspire may approve requests for unpaid personal leaves of absence for reasons that are not covered by the leaves of absence described above.

Aspire's ability to grant a leave of absence and the length of the leave approved will depend on the school's, coworkers' and students' ability to make adjustments to enable Aspire to conduct operations in a satisfactory manner during the employee's absence. The decision to grant personal leave will be made on a case-by-case basis, subject to the following conditions:

- You must complete the Leave of Absence Request Form and submit it in advance of the leave to your Supervisor for review.
- Time spent on an unpaid personal leave of absence does not count as service time.
- Aspire will not provide you with additional sick or vacation time while on an unpaid personal leave of absence.
- You must use all PTO time provided to you by Aspire before personal leave without pay begins.
- You may use sick leave pay while on personal leave as permitted by Aspire's Sick Leave Policy.
- Supervisors may attempt to hold your position for you during your personal leave, however, when you are granted personal leave, you are not entitled to reinstatement in either the same or an equivalent position, or any Aspire position.
- If you are on personal leave for a full payroll cycle or longer, you are responsible for 100% of your benefit premiums for that period. Aspire will deduct premium payments from your paycheck when you return from leave. If for any reason you do not return from a personal leave, you are expected to reimburse Aspire for all benefit premiums immediately.
- If you return from a personal leave of absence on or before the approved leave expiration date, you may apply for any open positions.
- If you do not return to work on or before the approved leave expiration date, Aspire will assume you have voluntarily resigned.

For questions regarding personal leaves of absence, please contact Human Resources.

## 6.9 Regulated Leaves and School Breaks of Less than One Week; Holidays

Breaks of less than one week and holidays will count as leave time for the employees. If you are on a regulated leave during a school break of less than one week or during an Aspire-designated holiday, you will remain on leave during this period.

Salaried employees who are on a leave of absence and usually receive pay for school breaks or holidays (such as summer, fall, winter, or spring break) will receive pay for these breaks if elected as part of the Leave process, and will be based on the number of days/hours worked during the school year. Contact benefits@aspirepublicschools.org for more information.

Hourly full-time employees who are on a leave of absence and whose break runs through their leave of absence are eligible to use sick time and PTO for partial wage integration. Hourly part-time employees are not eligible to receive break and holiday pay, unless they work during these days.

## 6.10 Payment Options During a Regulated Leave for your Own Illness or the Birth of a Child

If you are on a regulated leave that is certified by a physician due to your own illness, a family member's illness, or for medical conditions relating to pregnancy and childbirth, you may be eligible for

- Aspire-provided disability insurance
- Paid Time Off by Aspire—you may use
  - any amount of accrued vacation time provided to you by Aspire;
  - any amount of accrued sick time provided to you by Aspire when the leave is for your own illness; and/or
  - any amount of accrued sick time provided to you by Aspire to care for a family member
- Employee-paid disability insurance

**See your state addendum for additional options or any exceptions as may be required by applicable law.**

## 6.11 Payment Options During a Regulated Leave for the Adoption of a Child

If you are on a regulated leave for the adoption of a child, you may be eligible for

- Paid Time Off by Aspire—you may use any accrued vacation time Aspire has provided to you.

**See your state addendum for additional options.**

## 6.12 Payment Options During a Regulated Leave to Care for a Family Member

If you are on a personal leave to care for a family member, you may be eligible for

- Paid Time Off by Aspire—you may use

- any amount of accrued vacation time Aspire has provided to you; and/or
- any amount of accrued sick time Aspire has provided to you when the leave is for your own illness or to care for a family member.

See your state addendum for additional options included state offered paid family leave benefits, if available.

## 6.13 Payment Options During a Personal Leave

If you are on a Personal Leave due to your own disability or to care for a family member that is certified as disabled, you may use any accrued vacation time Aspire has provided to you.

if you are certified as disabled by a physician, you may still qualify for payment by CIGNA. This may occur if you have either exhausted your FMLA Leave or if you are not yet eligible for it.

If you are on a Personal Leave for reasons other than your own disability or to care for a family member that is certified as disabled, you are most likely not eligible for payments under CIGNA.

See your state addendum for additional options.

## 6.14 Approvals of Leaves

### Regulated Leaves

- Only Human Resources has the authority to approve or deny regulated leaves.
- If you want to request a regulated leave, you must complete a Leave Request Form and have your Manager/Supervisor/Principal sign it.
- The signature of your Manager/Supervisor/Principal is acknowledgement of your request, not approval of the leave.
- Human Resources will approve the leave only after they have determined that you have met the eligibility requirements.

### Personal Leaves

- Only a member of the Senior Leadership team has the authority to approve or deny Personal Leaves.
- If you want to request a Personal Leave, you must complete the Personal Leave Request Form and have your Manager/Supervisor/Principal sign it.
- Your Manager/Supervisor/Principal will submit the request form to a member of the Senior Leadership team for them to approve or deny at their sole discretion.
- Human Resources does not approve Personal Leaves.
- There is no job protection for Personal Leaves.

## 6.15 Employer Recovery of Benefit Costs

If you do not return to work after your FMLA Leave has been exhausted or expires,

1. Aspire may require that you repay the health plan premiums it paid for you during the period of unpaid FMLA Leave.

2. Aspire may agree not to recover the premiums it paid for you while you were on FMLA Leave if you provide at least four weeks' notice prior to the scheduled end of your FMLA Leave that you will not return to work or if the reason you are not returning to work is legally protected.

## 6.16 Bereavement Leave

Aspire provides up to three days paid bereavement leave due to the death of an immediate family member. This includes a spouse, domestic partner, a parent, dependent, sibling, grandparent, or grandchild (including step- and in-law relatives and similar relatives of a domestic partner). If a funeral is more than 500 miles from your home, and you will be attending the funeral, you may receive paid leave for up to five days with prior approval from your Supervisor.

## 6.17 Military Leave

Federal law provides employees with the right to take leave in order to serve in the military. At the federal level, Military Leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act, commonly referred to as USERRA. This policy discusses Military Leave under USERRA.

State laws may also provide an employee with rights to take Military Leave. If the employee works in a state that provides rights in addition to those provided under USERRA, Aspire will provide those rights. If an employee plans to request leave based on military service, he or she should contact Human Resources for information on any additional rights or requirements, if applicable, under state law.

See your state addendum for more information and policies specific to your state.

### Eligibility for Leave

Aspire provides unpaid Military Leaves of absence to employees who serve in the uniformed services as required by USERRA and applicable state laws. The uniformed services are defined as the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, Commissioned Corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or national emergency. The uniformed services also include participants in the National Disaster Medical System when activated to provide assistance in response to a public health emergency, to be present for a short period of time when there is a risk of a public health emergency, or when they are participants in authorized training.

Service consists of performing any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full-time National Guard duty, absence from work for an examination to determine fitness for such duty, and absence for performing funeral honors duty. Total Military Leave time may not exceed five years during employment, except in certain defined circumstances.

### Notice of Leave

Advance notice of leave is required, preferably in writing, unless giving of notice is impossible or unreasonable, or notice is prohibited by military necessity (which is defined by the United States Department of Defense). When notice is required, employees must provide their Supervisor with as much advance notice as possible of any anticipated leave of absence for military service.

### Compensation and Benefits During Leave

Accrued, unused vacation or PTO will be paid during Military Leave at the employee's request. After 30 days of continuous Military Leave, employees may elect to continue their health plan coverage at their own expense, for up to 24 months or during the remaining period of service, whichever is shorter.

### Reinstatement

In order to be eligible for reinstatement, an employee must have provided advance notice of the need for Military Leave (where required) and have completed his or her service on a basis that is not dishonorable or otherwise prohibited under USERRA.

Employees whose military service will be for fewer than 31 days must report to back to work at the beginning of the first full, regularly scheduled work day following completion of service, after allowing for a period of safe travel home and eight hours of rest.

Employees whose military service will be for more than 30 days, but fewer than 181 days must apply for re-employment within 14 days after completing service.

Employees whose service is greater than 180 days must apply for re-employment within 90 days after completing service.

As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in loss of reemployment rights. Full details regarding reinstatement are available from Human Resources.

In general, an employee returning from Military Leave will be re-employed in the position and seniority level that the employee would have attained had there been no Military Leave of absence. If necessary, Aspire will provide training to assist the employee in the transition back to the workforce.

Vacation benefits do not continue to accrue during a Military Leave of absence. An employee returning from Military Leave is entitled to any unused, accrued vacation benefits the employee had at the time the Military Leave began minus any vacation benefits the employee chose to use during the leave. Upon reinstatement, the employee will begin to accrue vacation benefits at the rate he or she would have attained if no Military Leave had been taken.

## 6.18 Jury Duty

Aspire grants leaves of absence for jury duty in accordance with applicable laws. **See your state addendum for more information and policies specific to your state.**

## 6.19 Time Off to Vote

Aspire grants leaves of absence to vote in accordance with applicable laws. See your state addendum for more information and policies specific to your state.

Provisions for leaves from employment may differ in your state or locality.

Refer to your state addendum for more information and policies specific to your worksite.

# 7. SAFETY AND SECURITY

## 7.1 Workplace Safety

Aspire Public Schools wants you to promote safe and healthful work practices to prevent injuries to yourself, your employees, students and visitors. The following are a few basic yet important safety principles. Failure to follow these safety principles may result in discipline, up to and including termination of employment.

- Be alert for safety hazards, correct or eliminate them when you can, and report them to your Supervisor or Principal immediately. Potential hazards include
    - wet or slippery floors;
    - equipment left in halls or walkways;
    - anything blocking doors;
    - exposed wiring;
    - defective equipment; or
    - anything else that may promote an unsafe condition.
- Immediately report all accidents to your Supervisor, Principal or Human Resources.

## 7.2 Violence in the Workplace

Because workplace violence is a growing concern at schools and offices across the country, Aspire is committed to providing a safe, violence-free workplace and school environment. Aspire strictly prohibits employees, students, parents, consultants, customers, visitors, or anyone else on Aspire premises or engaging in an Aspire-related activity from behaving in a violent or threatening manner. As part of this policy, Aspire seeks to prevent workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence even prior to any violent behavior occurring. Workplace violence includes any intentional conduct that is sufficiently severe, offensive or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or several employees. Examples of workplace violence include, but are not limited to, the following:

1. Threats or acts of violence occurring on Aspire premises, regardless of the relationship between the parties involved in the incident;
2. Threats or acts of violence occurring off Aspire premises involving someone who is acting in the capacity of a representative of Aspire;
3. Threats or acts of violence occurring off Aspire premises involving an employee if the threats or acts affect the business interests of Aspire;

4. Threats or acts of violence occurring off Aspire premises of which an employee is a victim if Aspire determines that the incident may lead to an incident of violence on Aspire premises; and

5. Threats or acts resulting in the conviction of an employee or agent of Aspire, or of an individual performing service(s) for Aspire on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affects the legitimate business interests of Aspire.

Examples of conduct that may be considered threats or acts of violence under this policy include, but are not limited to the following:

1. Threatening physical or aggressive contact directed toward another individual;

2. Threatening an individual or his/her family, friends, associates or property with harm;

3. The intentional destruction or threat of destruction of Aspire or another's property;

4. Harassing or threatening phone calls;

5. Surveillance;

6. Stalking;

7. Veiled threats of physical harm or like intimidation; and

8. Communicating an endorsement of the inappropriate use of firearms or weapons.

Workplace violence does not refer to occasional comments of a socially acceptable nature. Such comments may include references to legitimate sporting activities, popular entertainment or current events. Rather, it refers to behavior that is personally offensive, threatening or intimidating.

The prohibition against threats and acts as described above applies to all persons involved in the operation of Aspire, including, but not limited to, contract and temporary employees and nonemployees on Aspire property.

## 7.3 Smoke-Free Workplace

In compliance with government regulations, Aspire prohibits smoking in the workplace. Smoking and the use of all tobacco-related products, including but not limited to, smoking, the use of chewing tobacco and the use of e-cigarettes, is strictly prohibited inside all Aspire buildings. Additional requirements dictate that Aspire school grounds remain entirely smoke-free environments. For the purposes of this policy, "school grounds" means and includes land, portions of land, structures, buildings and vehicles when used for the provision of academic or extracurricular programs, and structures that support these buildings including, but not limited to, administrative buildings, kitchens, maintenance shops and garages. “Land” includes parking lots, sports fields, playgrounds and quads.

## 7.4 Drug-Free Workplace

Because Aspire has a vital interest in maintaining safe and efficient working conditions and school environments for its employees and students, Aspire strictly maintains a workplace that is free of drugs and

alcohol. Substance abuse is incompatible with health, safety, efficiency and success at Aspire. Failure to support a drug-free workplace by violating any of the policies below may result in disciplinary action up to and including immediate termination of employment.

The following are strictly prohibited by Aspire:

- Possession, use, or being under the influence of alcohol or any illegal drug, intoxicant, or controlled substance while on the job or while on Aspire-owned or occupied premises. For purposes of this policy, "illegal drugs" means and includes (a) any drugs which are illegal under federal, state, or local law; or (b) legally prescribed drugs not prescribed to the user; or (c) even where prescribed to the user, abuse or use of said drugs in a manner inconsistent with the prescription or purpose for which the drugs were prescribed.

- Driving a vehicle on Aspire business while under the influence of alcohol or an illegal drug, intoxicant, or controlled substance;

- Distributing, selling, manufacturing, or purchasing—or attempting to distribute, sell, manufacture, or purchase—an illegal drug, intoxicant, or controlled substance during work hours or while on Aspire-owned or occupied premises.

Upon reasonable suspicion, applicants for new positions and employees may be requested at any time without notice and as a condition of employment to submit to alcohol/drug testing. Further, Aspire reserves the right at any time, without notice, to search Aspire-owned property for illicit substances, even if that property is being used exclusively by an employee. Employees have NO EXPECTATION OF PRIVACY in any Aspire-owned, leased, operated or utilized briefcases, desks, lockers, storage units, vehicles or other containers. Refusal to cooperate with or submit to a property search or an alcohol/drug test is considered a violation of this policy and insubordination and may warrant immediate discipline, including termination of employment.

Employees who appear to be impaired while on the job may be asked to submit to a test to determine whether they are under the influence of alcohol or illegal drugs. Tests that may be used include (but are not limited to) blood tests and urinalysis.

Anyone working in a safety-sensitive position who is using prescription drugs that may cause side effects which could impair his or her ability to perform his or her job without posing a direct threat to safety (i.e. drowsiness or impaired reflexes or reaction time) should inform Human Resources that they are taking such a medication (but need not identify the specific medication or the diagnosis for which it is being taken).

Aspire also reserves the right to discipline employees suspected of substance abuse up to and including termination of employment.

## 7.5 Drug Treatment and Rehabilitation

In compliance with the American with Disabilities Act, the Amendments to that Act and applicable state law, Aspire Public Schools will engage in an interactive process to reasonably accommodate employees with chemical dependencies who are voluntarily being treated or enter a rehabilitation program, subject to the following conditions:

- If you desire such assistance, you may request a leave of absence to enroll in a treatment program.

- Aspire is not obligated to continue to employ you if your performance of essential job duties is impaired because of current drug or alcohol use.

- Aspire is not obligated to re-employ you after you have participated in treatment and/or rehabilitation if your job performance remains impaired as a result of dependency.

- If you are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome your dependency or problem, you will not automatically be given a second opportunity to overcome it.

Aspire's drug treatment and rehabilitation policy provides an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency. This policy is not intended to affect Aspire Public Schools' right to take action against employees who violate the regulations described above.

## 7.6 Alcohol Exceptions Policy

In limited circumstances, moderate consumption of alcohol may be allowed at certain Aspire-sponsored events. During these events, it is your responsibility to regulate alcohol consumption to a reasonable level. No alcohol consumption may take place on Aspire premises while any students are present.

## 7.7 Inspections and Searches on Aspire Premises

In order to assure access at all times to its premises, property, equipment, information, records, documents and files, Aspire reserves the right to conduct a routine inspection or search at any time of Aspire property for any business purpose, including but not limited to, ensuring there are no harmful materials on Aspire premises. Aspire believes that maintaining a workplace that is free of harmful materials is vital to the health and safety of its employees and students. These harmful materials include, but are not limited to,

- firearms, knives or other weapons;

- explosives or hazardous materials or articles;

- illegal drugs or other controlled substances; and

- drug-related paraphernalia.

Unauthorized possession or use of Aspire property or proprietary and confidential information, as defined in Section 3.9, Property, Including Confidential Information, is also forbidden and may be the subject of an inspection or search.

Routine searches or inspections may include but are not limited to employees'

- office, desk, file cabinet, or closet;

- computer files, voicemail, or electronic mail; and

- similar places where employees may store Aspire property or Aspire-related information, whether or not the places are locked or protected by access codes and/or passwords.

Inspections or searches for prohibited materials also may include an employee's pockets, purse, briefcase, lunch box, or other item of personal property that is being worn or carried by the employee while on Aspire premises. Because even a routine search for Aspire property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to be subject to inspection by Aspire. In addition, Aspire always reserves the right to conduct inspections and searches for any other business reason. An employee's consent to search is required as a condition of employment. An employee's refusal to cooperate with such request is grounds for termination of employment.

Employees who are found to be in possession of prohibited materials in violation of this policy or in violation of other Aspire policies contained in this Handbook will be subject to discipline, up to and including termination of employment, regardless of Aspire's reason for conducting the search or inspection.

## 7.8 Workers' Compensation

When work-related accidents, injuries or illnesses occur, employees may be eligible for Workers' Compensation insurance benefits. Aspire provides a comprehensive Workers' Compensation insurance program at no cost to employees and in accordance with applicable state law. This program covers most injuries or illnesses, sustained in the course of employment, that require medical, surgical, or hospital treatment. Subject to applicable legal requirements, Workers' Compensation insurance provides benefits or, if the employee is hospitalized, treatment immediately.

### Reporting Work-Related Injury or Illness

Employees who sustain a work-related injury or illness should inform their Supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage.

### Leaves of Absence/Accommodation

Employees who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under Aspire's leaves of absence or reasonable accommodation policies. Employees should consult with Human Resources for additional information.

### Return to Work

Employees who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a Health Care Provider confirming the employee's ability to return to work.

### Fraud

Aspire will notify the workers' compensation insurance company if we have reason to believe an employee has supplied false or misleading information in connection with a claim and/or has filed a fraudulent claim. Workers' compensation fraud is a crime and may also be grounds for disciplinary action, up to and including termination of employment.

**See your state addendum for more information and policies specific to your state.**

## 7.9 Recording of Conversations Prohibited

Applicable laws and Aspire policy prohibit the recording of any confidential communication without the consent of all parties to the communication. For purposes of this policy, a "confidential communication" include any communication which any party desires to be confined to the parties to the communication as reflected by the party's statements or by the circumstances – for example, where no party to a conference call states that the call is being recorded. Recording any confidential communication, whether face-to-face, on the telephone, or otherwise, without prior consent of all parties to the confidential communication is strictly prohibited. In limited situations, Aspire may tape or record Aspire business or educational presentations, Aspire training for a specific business or educational purpose, or for other business related purposes. Participants will be informed that the training or conversation is being recorded.

# 8. SEPARATION OF EMPLOYMENT

## 8.1 Separation of Employment

There are a number of activities that need to occur upon separation of employment. You will be given information about any benefits that may be continued under COBRA or converted to individual policies after termination of employment. For proper and timely handling of forms such as W-2s, benefits and retirement account information, it is important that you keep Human Resources informed of your current contact information. You may reach Human Resources at 510-434-5062.

## 8.2 Return of Property

You are responsible for all Aspire-owned property, materials and written information, such as data and records placed in your care or provided to assist you in your work (including lesson plans). You are expected to return all such property in good condition immediately upon request or upon termination of employment. When terminating employment and before leaving the premises, you are required to return any and all Aspire property to your Principal, Supervisor, or Human Resources Department.

## 8.3 Final Paycheck

See your state addendum for information about final paychecks.

## 8.4 Rehire and Reinstatement

A former employee who has a good work history with Aspire Public Schools will be considered for rehire or reinstatement. The former employee must apply for open positions using the normal process, and will be considered for positions along with all other applicants.

## 8.5 Unemployment Compensation

See your state addendum for information about unemployment compensation.

## 9. CLOSING

Many of Aspire's policies and benefits have been treated only briefly in this Handbook. If you have any questions or want more information, your Supervisor, Principal or Human Resources will be glad to answer your questions. Please keep in mind that while you have guidelines, rules and standards in this Handbook, none of these can substitute for good judgment, common sense and personal integrity while meeting the challenges of your daily work. If you have questions about a topic not addressed in this Handbook, please contact your Supervisor, Principal, Human Resources, or any member of the Management team.

## 10. EMPLOYEE ACKNOWLEDGEMENT

### ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE HANDBOOK

I have received my copy of the Aspire Public Schools Employee Handbook, which describes policies and provides information relating to employment at Aspire Public Schools.

I understand and agree that it is my responsibility to read, familiarize myself with and abide by Aspire rules. I understand that it is the intent of the Handbook to inform me of many of the policies to which I will be subject, but it cannot and does not address every situation that may arise. I further understand that I am welcome to bring any questions or concerns I may have to my Principal, Supervisor, Human Resources, or senior managers as listed in Section 1.8, Voluntary Open Door Policy. I realize that Aspire Public Schools can change any and all policies or practices, with the exception of at-will employment, at any time without prior notification to me, and that material changes to the Handbook will be made known to employees through the usual channels of communication within a reasonable period of time.

I understand that Aspire has provided me various alternative channels to raise concerns of violations of this Handbook and company policies and encourages me to do so promptly so that Aspire may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations.

Further, I understand that the policies contained in the Handbook are guidelines only and are not intended to create a contract for continued employment. I also understand that, other than the Chief Executive Officer of Aspire Public Schools, or that Officer's authorized representative, no Officer, Vice President, Director, Manager, Supervisor, Principal or any other representative of Aspire Public Schools has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than "at-will". Only the Chief Executive Officer, or the Chief Executive Officer's authorized representative, has the authority to make any such employment agreements and then only in writing, signed by the Chief Executive Officer, or the Chief Executive Officer's authorized representative.

I acknowledge that employment at Aspire Public Schools is employment "at-will" and my employment may be terminated at the will of either Aspire Public Schools or me at any time without cause.

I understand and acknowledge that nothing in this Employee Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law.

Employee's Signature: _____

Print Name: _____

Date: _____

# EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

### Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the employee's job.

### Military Family Leave Entitlements

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a single 12-month period. A covered service member is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition".**

### Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

### Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service in the previous 12 months*, and if at least 50 employees are employed by the employer within 75 miles.

***Special hours of service eligibility requirements apply to airline flight crew employees.**

### Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

### Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

### Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

### Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

### Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

### Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

### Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

**FMLA section 109 (29 U.S.C. § 2619) requires FMLA-covered employers to post the text of this notice. Regulation 29 C.F.R. § 825.300(a) may require additional disclosures.**

For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

WHD Publication 1420 · Revised February 2013

# California Addendum Regarding the 2017 Employee Handbook

Except as provided in this document, the 2017 Employee Handbook remains in effect in California. This document serves to supplement the 2017 Employee Handbook to reflect Aspire's California-specific policies. This Addendum should be read in conjunction with the Handbook.

2017

# SECTIONS MODIFIED OR ADDED IN CALIFORNIA

(Section numbers correspond to the Aspire Public Schools 2017 Employee Handbook)

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Except as provided in this California Addendum Regarding the 2017 Employee Handbook (Addendum), the Aspire Public Schools 2017 Employee Handbook (Handbook) remains in effect in California. This document serves to supplement the Handbook to reflect Aspire's California-specific policies. The structure of this Addendum mirrors that of the Handbook, and this Addendum should be read in conjunction with the Handbook.

## 1.3 Equal Employment Opportunity

As set forth in the Handbook, Aspire Public Schools (Aspire) is committed to equal employment opportunity and to compliance with federal antidiscrimination laws. We also comply with California law, which prohibits discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their actual or perceived race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status and any other consideration protected by federal, state or local law (sometimes referred to, collectively, as "protected characteristics").

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. The immigration status of an employee or applicant for employment will not be considered for any employment purpose except as necessary to comply with federal, state or local law. Our commitment to equal employment opportunity applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and coworkers.

Aspire will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. Aspire also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion.

## 1.9 Anti-Harassment Policy

### Prohibited Harassment

Aspire is committed to providing a work environment that is free of illicit harassment based on any protected characteristics. As a result, Aspire maintains a strict policy prohibiting sexual harassment and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. All such harassment is prohibited.

This policy applies to all persons involved in our operations, including coworkers, supervisors, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with Aspire ("third parties"), and prohibits proscribed harassing conduct by any employee or third party of Aspire, including nonsupervisory employees, supervisors and managers. If such harassment occurs on Aspire's premises or is directed toward an employee or a third party interacting with Aspire, the procedures in this policy should be followed.

## Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal, or physical conduct of a sexual nature when

- submission to such conduct is made a term or condition of employment; or
- submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails, online postings, or text messages;
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, suggestive or obscene letters, notes, or invitations;
- Physical conduct such as touching, assault, impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if Aspire had no knowledge of such conduct.

## Other Types of Harassment

Harassment on the basis of any legally protected classification is prohibited, including harassment based on: race, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including domestic partnership status), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law. Prohibited harassment may include behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings, or gestures based on protected classification; and
- Physical conduct, including assault, unwanted touching, or blocking normal movement because of an individual's protected status.

## Abusive Conduct Prevention

It is expected that persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of Managements' expectations, during working times, and that they and refrain from any malicious, patently offensive or abusive conduct including, but not limited to, conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

## Protection Against Retaliation

Retaliation is prohibited against any person by another employee or by Aspire for using Aspire's complaint procedure, reporting proscribed discrimination or harassment, or filing, testifying, assisting or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying any employment benefit.

Moreover, California law also prohibits an employer for discriminating or retaliating against an employee or applicant because he or she exercised rights protected under the state's wage and hour laws. California's whistleblower protection law prohibits an employer from discharging or in any manner discriminating, retaliating, or taking any adverse employment action against any employee or job applicant because the employee or applicant has engaged in protected conduct. In addition, the state health and safety laws prohibit an employer from taking adverse action against an employee for making a complaint or engaging in other protected conduct.

These anti-retaliation provisions extend to an employee who is a family member of a person who engaged in, or was perceived to engage in, the protected conduct or who made a complaint protected by these statutes.

### Discrimination, Harassment, Retaliation and Abusive Conduct Complaint Procedure

Any employee who believes that he or she has been harassed, discriminated against, or subjected to retaliation or abusive conduct by a coworker, supervisor, agent, client, vendor, customer, or any other third party interacting with Aspire in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to his or her Supervisor, any other member of Management, or Human Resources.

Employees are not required to make a complaint directly to their immediate supervisor. Supervisors and managers who receive complaints of misconduct must immediately report such complaints to Human Resources who will attempt to resolve issues internally. When a report is received, Aspire will conduct a fair, timely, thorough and objective investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. Aspire expects all employees to fully cooperate with any investigation conducted by Aspire into a complaint of proscribed harassment, discrimination, or retaliation, or regarding the alleged violation of any other Aspire policies. Aspire will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.

Upon completion of the investigation, Aspire will communicate its conclusion as soon as practical. If Aspire determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. Information may be located by visiting the agency websites at www.eeoc.gov or www.dfeh.ca.gov.

## 1.10 Policy Prohibiting Bullying and Intimidation

In addition to prohibiting discrimination and harassment, California law also protects students from bullying and intimidation on the basis of race, color, ethnicity, national origin, citizenship status, ancestry, religion, gender, gender identity or expression, sex, pregnancy, physical or mental disability, medical condition (including genetic characteristics), need for special education services, and sexual orientation.

Aspire believes that all students have a right to a safe and healthy school environment. The district, schools and community have an obligation to promote mutual respect, tolerance and acceptance.

Aspire will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling, and social isolation or manipulation.

Aspire expects employees to immediately report incidents of bullying to the Principal or designee. Employees who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period whether on or off campus, and during a school-sponsored activity.

## Accommodation for Victims of Domestic Violence, Sexual Assault, or Stalking

Aspire will make reasonable accommodations for any employee who reports that he or she is the victim of domestic violence, sexual assault, or stalking, and requests that Aspire accommodate his or her safety while at work, unless providing the accommodation will impose an undue hardship on Aspire's business operations or violates Aspire's duty to provide a safe and healthy working environment for all employees.

Reasonable accommodations may include, but are not limited to

- a transfer,
- reassignment,
- modified work schedule,
- change in work telephone number,
- change in work station,
- installed lock,
- assistance in documenting domestic violence, sexual assault or stalking that occurs at the workplace,
- safety procedures or other adjustment to a job structure, workplace facility or work requirement in response to a domestic violence, sexual assault or stalking, or
- referral to a victim assistance organization.

Aspire may request that an employee provide a written statement signed by the employee (or an individual acting on behalf of the employee) certifying that the requested accommodation is for the employee's safety while at work. Aspire may also require an employee to provide a certification (such as a police report, court order or documentation from a medical professional) that the employee is the victim of domestic violence, sexual assault, or stalking, and may request recertification every six months.

Employees must notify Aspire if their needs change or if they no longer need an accommodation.

Aspire will keep all information submitted in connection with an employee's request for an accommodation confidential to the extent permissible by law. If the law requires disclosure of information, Aspire will notify the employee before any information is released.

Aspire will not discriminate, harass, or retaliate against any employee because the individual is, or is perceived to be, a victim of domestic violence, sexual assault, or stalking, or requests a reasonable accommodation in accordance with this policy.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact Human Resources.

Employees may also be entitled to a leave of absence under Aspire's Domestic Violence, Sexual Assault, or Stalking Victim Leave policy and should consult Human Resources for additional information.

### Accommodation for Adult Literacy Programs

Aspire provides reasonable accommodation and assistance to an employee who reveals a literacy problem and requests assistance to enroll in an adult literacy education program unless doing so will result in an undue hardship to Aspire's business operations. Examples of assistance include providing employees with the location of local literacy programs and arranging for jobsite visits by literacy education providers.

Employees who wish to self-identify as an individual with a literacy problem and request an accommodation should contact Human Resources. Aspire will take reasonable steps to safeguard the privacy of any employee who requests such an accommodation. In addition, employees who are performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While Aspire encourages employees to improve their literacy skills, Aspire will not reimburse employees for the costs incurred in attending a literacy program. Time off to attend literacy programs may be provided as a reasonable accommodation unless doing so will result in an undue hardship. However, if time off is provided, the time off may be unpaid. If time off is unpaid, employees wishing to take such leave may utilize their accrued PTO.

### Accommodation for Drug or Alcohol Treatment or Rehabilitation

Aspire will attempt to reasonably accommodate employees with chemical dependencies (drugs or alcohol), if they voluntarily wish to seek treatment and/or rehabilitation, unless the accommodation imposes an undue hardship on Aspire's business operations.

Aspire will keep all information submitted in connection with an employee's enrollment in a drug or alcohol rehabilitation program confidential to the extent permissible by law. Time off for these purposes is unpaid. However, employees wishing to take such leave may utilize their sick leave or accrued paid time off, if applicable.

Aspire's support for treatment and rehabilitation does not obligate it to hire or employ any person who violates Aspire's drug and alcohol abuse policy or who, because of current use of drugs or alcohol, is unable to perform his or her duties or cannot perform the duties in a manner that would not endanger his or her health or safety, or the health or safety of others.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact Human Resources.

## 1.11 Personnel Files

The information recorded in your personnel file is extremely important. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. to Human Resources immediately.

Employees may inspect their personnel file in the presence of a representative of Aspire. Please contact your Supervisor to schedule a convenient time. You may request copies from your file of all documents. If you desire, you may add a written statement to your file explaining any disputed item.

Employees also may inspect their payroll records upon request, and may obtain a copy of these records at their own expense. Aspire will comply with all inspection requests within 21 calendar days, unless it is impossible to do so.

Access to information in personnel files is restricted. Only authorized managers and Management personnel will have access to your personnel file. However, Aspire will cooperate with—and provide access to your personnel file to—law enforcement officials or local, state or federal agencies in accordance with applicable law.

Health/medical records are not included in your personnel file. These records are confidential. Aspire will safeguard them from disclosure and will divulge such information only 1) as allowed by law, or 2) to the employee's personal physician upon written request or permission of the employee.

## 2.2 Credential Requirements

Each person employed by Aspire for a position requiring certification shall hold a valid credential issued by the California Commission on Teacher Credentialing (CTC) authorizing the person to work in that position. Before employing persons for a position requiring such certification, Aspire shall determine what authorization is required and recommend steps the person needs to complete to be authorized by the CTC.

To learn more about certification and the process to become certified, contact credentials@aspirepublicschools.org or visit the California Commission on Teacher Credentialing website at www.ctc.ca.gov.

## 2.4 Fingerprinting, Background Check and Disclosure of Criminal Convictions

Before you can be employed by Aspire in California, you will be required to pay for and complete a LiveScan (fingerprinting) application, which will disclose all criminal records maintained by the Department of Justice and the Federal Bureau of Investigation. . To learn more about this process you may visit the Department of Justice website at https://oag.ca.gov/fingerprints/applicants. All information obtained through a background check will be conducted in accordance with applicable law.

Any employee who is arrested for or convicted of a criminal offense, whether during working hours or while off duty, must notify the Human Resources Department. Notice must be provided by the employee (or by someone else for the employee) within three (3) days of the arrest or conviction. If an employee (or his or her representative) fails to report an arrest or conviction within three (3) days of the conviction, the employee may be subject to discipline, up to and including termination. The purpose of the notice is to ensure that Aspire has information needed to manage the business, to protect pupils and staff, and to anticipate any staffing considerations.

A ***conviction*** means that the employee has been found guilty of a crime, or that the employee entered a guilty or a "no contest" plea or received a deferred adjudication on a guilty or "no contest" plea to an alleged crime. A ***crime*** means an activity that is a violation of a law, whether a felony or a misdemeanor, other than a minor traffic-related offense.

If an employee is arrested or convicted of a crime, Human Resources may suspend the employee to review and assess the employee's suitability for continued employment.

### Volunteers Transitioning to Aspire Employment

Volunteers who become employees at Aspire Public Schools must complete a DOJ/fingerprints background screen.

Volunteers who become employees at Aspire Public Schools must provide a new TB test and/or TB Questionnaire if the TB test/questionnaire on file precedes the date they became volunteers by more than three (3) months.

### Re-hired Employees

If there is a gap of greater than three (3) months between an employee's termination and rehiring, the employee must complete a new DOJ/fingerprints background screen.

If there is a gap of greater than three (3) months between an employee's termination and rehiring, the employee must complete a new TB test and/or TB Questionnaire.

## 3.6 Child Abuse Reporting

**Aspire Public Schools is committed to the well-being and safety of all of our students and are very strict about the required reporting of child abuse.** Section 11166.5 of the California Penal Code requires that any child care custodian who enters into employment after January 1, 1985, acknowledge that Section 11166 requires a child care custodian, non-medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom they know or reasonably suspect has been the victim of child abuse or neglect, to report the known or suspected instance of child abuse or neglect to a child protective agency immediately or as soon as is practically possible by telephone, and to prepare and send a written report to the child protective agency within 36 hours of receiving the information concerning the incident. Additionally, the report must be made to any police or sheriff's department (so long as it is not a school-based police or security department), the county welfare department, or the county probation department if designated by the county to receive mandated reports.

**Note that this requirement applies to all Aspire employees, whether or not they work directly with students.**

If you observe an instance that you suspect may require reporting, inform your Manager, Principal, a member of the Management team or Human Resources Department immediately. Experienced staff can help walk you through the reporting process, and prompt reporting may allow Aspire to take immediate action to investigate the issue.

## 4.1 Payroll Classifications

### Meal and Rest Breaks

Aspire complies with federal and state legal requirements concerning meal and rest breaks. Aspire recognizes that employees perform at their best when they have the rest and nourishment they need. This policy explains when Aspire expects employees to take meal and rest breaks.

## Meal Breaks

Aspire provides at least a 30-minute unpaid meal period to employees who work a shift longer than five hours and a second 30-minute meal period to employees who work a shift longer 10 hours in a workday,. Employees are required to take their meal breaks, although under certain circumstances, meal periods may be voluntarily waived in accordance with Aspire's policy and state law. The Employee Meal Break Waiver Form is provided at the end of this Addendum. Employees are relieved of all of their duties during meal periods and are allowed to leave the premises.

Aspire provides meal periods as follows:

| Duration of Shift in Hours | # of 30-Minute Meal Periods | Comments |
|---|---|---|
| 0 to ≤ 5.0 | 0 | If an employee's shift is shorter than five (5) hours, no meal period is provided. |
| 5.0 to ≤ 10.0 | 1 | If an employee's shift is longer than five (5) hours but shorter than ten (10) hours, one 30-minute meal period is provided during that shift, subject to any meal period waiver in effect. |
| 10.0 or more | 2 | . If an employee's shift is longer than ten (10) hours, two (2) separate 30-minute meal periods are provided, subject to any meal period waiver in effect. Any meal period waiver will be invalidated if the shift is longer than twelve hours. |

Aspire does not pay nonexempt employees for meal periods, and consequently, nonexempt employees must record the start and stop times of their meal periods ("clock in and out").

## Rest Breaks

Aspire authorizes and permits nonexempt employees to take a ten-minute (10-minute) paid rest break for every four (4) hours worked, or major fraction thereof, as follows:.

| Duration of Shift in Hours | # of 10-Minute Rest Breaks | Comments |
|---|---|---|
| 0 to < 3.5 | 0 | If a nonexempt employee's shift is shorter than four (4) hours, no rest break is provided. |

| | | |
|---|---|---|
| 3.5 to ≤ 6 | 1 | If a nonexempt employee's shift is longer than 4 hours but shorter than 6 hours, one 10-minute rest break is provided during that shift. |
| > 6.0 to ≤ 10.0 | 2 | If a nonexempt employee's shift is longer than 6 hours but shorter than 10 hours, two (2) 10-minute rest breaks are provided during that shift. |
| > 10.0 to ≤ 14.0 | 3 | If a nonexempt employee's shift is longer than 10 hours but shorter than 14 hours, three (3) 10-minute rest breaks are provided.[1] |

Whenever practicable, rest breaks should be taken near the middle of each four-hour work period. Employees may not accumulate rest breaks or use rest breaks as a basis for starting work late, leaving work early, or extending a meal period.

Because rest breaks are paid, nonexempt employees should not clock out for them.

Supervisors are responsible for administering their department's meal and rest breaks.

Any nonexempt employee who is not provided with a meal period or authorized and permitted to take a rest break pursuant to the terms of this policy is immediately entitled to a meal or rest break premium. Supervisors will be responsible for authorizing meal or rest break premiums. The Meal Period and Rest Break Premium Authorization Form is located at the end of this Addendum. Any supervisor who knows or should reasonably know that a meal or rest period was not provided in accordance with this policy should arrange for a premium to issue to the employee. Employees are responsible for reporting to their Supervisor any meal break that was not provided or any rest break not authorized and permitted where the Supervisor would have no reason to otherwise know of this fact. Any employee who feels that he or she has earned, but has not received, a premium as a result of this policy, should report the missing premium immediately to his or her Supervisor.

## Overtime

When operating requirements or other needs cannot be met during regular working hours, employees may be scheduled to work overtime. All overtime must be approved in advance by the employee's Supervisor. Working overtime without prior authorization may result in disciplinary action up to and including termination of employment.

All nonexempt employees in California will be paid a premium for overtime hours as follows:

1. One and one-half times their regular rate of pay for all hours worked in excess of eight (8) per workday, up to 12, or in excess of 40 in a workweek;

2. One and one-half times their regular rate of pay for the first eight (8) hours on the seventh consecutive day of work in a workweek; and

[1] Nonexempt employees who work more than 14 hours in a workday may be entitled to additional rest breaks.

3. Double the regular rate of pay for all hours worked in excess of 12 in a workday and after eight (8) hours on the seventh consecutive day of work in a workweek.

All nonexempt employees are entitled to at least one (1) day of rest every seven (7) days in a workweek unless certain exceptions apply as described in Aspire's Day of Rest Policy. An employee may independently and voluntarily choose not to take a day of rest and confirm such choice in writing with his or her Supervisor or Human Resources.

### Discussion of Wages

No employee is prohibited from disclosing the amount of his or her wages. Aspire will not terminate, demote, suspend, or otherwise discriminate or retaliate against an employee who makes such a disclosure or because an employee exercises his or her rights, or aids or encourages other employees in exercising their rights, under California's Equal Pay Law.

This policy does not require disclosure of wages.

### Day of Rest

In each workweek, Aspire will provide employees with at least one (1) day of rest for every seven (7) days within the workweek unless the total hours worked are 30 hours or fewer in the workweek and six (6) hours or fewer every day of the workweek. If the nature of the employee's work reasonably requires that the employee work seven (7) or more consecutive days, the day of rest requirement may be met by providing an average of one (1) day's rest for every seven (7) days on a monthly basis (e.g., four (4) days of rest per calendar month). An employee may also independently and voluntarily choose and confirm in writing not to take a day of rest. Day of Rest Confirmation Forms are available from Human Resources.

This policy does not apply in cases of emergency or to work performed in the protection of life or property from loss or destruction.

Aspire will reasonably accommodate an employee's observance of a Sabbath or other religious holy day, unless doing so would result in undue hardship to the conduct of Aspire business.

Employees will be paid for all hours worked in compliance with federal, state and local law.

### Make-Up Time

Aspire allows the use of make-up time when nonexempt employees need time off to tend to personal obligations. Make-up time allows you to take time off and then make up the time later in the same workweek, or to work extra hours earlier in the workweek to make up for time that you will take off later in the workweek. Make-up time requests must be submitted in writing to your Supervisor or Principal before you work the time off. Requests will be considered for approval based on Aspire's legitimate business needs at the time the request is submitted. A separate written request is required each time you want to use make-up time. If you request time off that you intend to make up later in the week, you must submit your request at least 24 hours in advance of the desired time off. If you request to work make-up time first in order to take time off later in the week, you must submit your request at least 24 hours before working the make-up time. Your make-up time request must be approved in writing before you take the requested time off or work make-up time, whichever is first.

All make-up time must be worked in the same workweek as the time taken off. You may not work more than 11 hours in a day or 40 hours in a workweek as a result of making up time that was or would be lost due to a personal obligation.

If you take time off and are unable to work the scheduled make-up time for any reason, the hours you miss will normally be unpaid. However, your Supervisor or Principal may arrange with you another day to make up time if possible, based on scheduling needs. Once you work make-up time in advance of time you plan to take off, you must take that time off as planned, even if you become available to work.

Your use of make-up time is completely voluntary. Aspire does not encourage, discourage, or solicit the use of make-up time.

### Travel Time

In addition to the Travel Time Policy in the Handbook, the following state-specific policies apply to nonexempt California employees.

#### *One-Day Assignments to Another City*

If an employee who regularly works in one city is given a one-day assignment in another city, which does not result in an overnight stay in that other city, the time spent traveling to/from the other city will be paid.

#### *Out-of-Town Travel*

Employees will be paid their regular rate of pay for all time spent on out-of-town travel, regardless of whether the travel occurs during or outside of normal working hours. Time spent driving, flying, or otherwise traveling to and from the out-of-town location is compensable, including time spent waiting to purchase a ticket, waiting for luggage, waiting for a plane to take off and other like circumstances. However, when an employee takes a break from travel to eat, sleep, or participate in other personal activities, such time is not compensable.

## 5.2 Benefit Eligibility

Regular full-time employees working a minimum of 30 hours per week become eligible for benefits on the first day of the month following their date of hire. Regular full-time employees who have been with Aspire for at least one year, have had a status change and work between 20 and 29 hours per week are eligible for partial benefits.

STRS/PERS Retirement Systems: The primary aim of the California State Teachers' Retirement System (CalSTRS) is to provide retirement-related benefits and services to teachers in public schools and community colleges. The California Public Employees' Retirement System (CalPERS) was established to allow public agency and classified school employees the opportunity to participate in state retirement services and Aspire participates to the extent permitted by law.

These are mandatory programs that California employees are automatically enrolled in. Both systems base the retirement allowance on the service years in the retirement program and include an employee contribution that Aspire matches. To be vested, you must be in the program for five years. If you leave the retirement program before five years, you will not get the employer match, nor will Aspire receive back its contribution.

### Short Term Disability

Employees may be eligible for Short Term Disability under the California's Short Term Disability program when they are unable to work due to their own illness or injury. Please contact Human Resources for more information.

## 6.2 Sick Days

### Paid Sick and Safe Time

This policy provides California employees with paid sick time pursuant to the requirements of the Healthy Workplaces, Healthy Families Act of 2014 (the Act).

### Sick Time—All Employees

Employees become eligible for sick leave once they have worked for Aspire in California for 30 days within a year. Employees may begin to use accrued sick leave on their 90th day of employment with Aspire. Accrued unused sick time will not cap unless your classification is one of the following:

(1) Part-time (non-benefit eligible);

(2) Temporary; or

(3) Substitutes/Long Term Substitutes.

Under these classifications your sick time will carry over from year to year, but you may never have more than the maximum accrual amount (72 hours). When you hit this cap, accrual will stop and you will not accrue any additional sick time until your balance has dropped below 72 hours.

### Number of Sick Days

Please refer to the Handbook or Accrual Chart, available on MyAspire.

### Using Sick Days

Employees may request and use up to three (3) consecutive sick days. If sick time is taken for more than three (3) consecutive work days, Aspire may request that the employee provide reasonable supporting documentation establishing the need for and duration of sick time, including documentation from a licensed Health Care Provider. Employees who fraudulently use paid sick time for reasons other than those set forth here and in the Handbook may be subject to disciplinary action, up to and including termination of employment.

Per Aspire's policy an employee may only be paid if sick time has been accrued. Employees may use sick time for absence from work due to preventive care for themselves or a family member, as well as for the diagnosis, care, or treatment of their or their family member's existing health condition, including for an employee who is a victim of domestic violence, sexual assault, or stalking to seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

For purposes of this Act, “family member” means a (1) child (as defined by the Act), (2) parent (as defined by the Act), (3) spouse, (4) registered domestic partner, (5) grandparent, (6) grandchild, or (7) sibling. Aspire shall also provide paid Sick Days for an employee who is a victim of domestic violence, sexual assault, or stalking, as defined by law.

The employee must provide reasonable advance notification, orally or in writing, of the need to use sick leave, if foreseeable. When the need for sick time is unforeseeable, an employee must provide notice as soon as practicable. Employees should make a reasonable effort to speak to their Manager directly to provide such notice; voicemail and/or email should be used only if an employee is unable to reach their Manager. Notice should be provided for each day sick time is used, unless you have provided notice of an extended absence. Aspire cannot and does not condition the use of sick leave on the employee finding someone to cover his/her work.

Any absence without notice for three (3) consecutive work days will be grounds for termination of employment.

Aspire may require an employee to provide written confirmation that sick time was used for the reasons set forth above. Sick leave is not for “personal” absences, and may not be used during holidays, vacations, or for hours of work outside an employee's regular schedule. If there is reason to believe that sick pay has been misused, sick pay may not be awarded.

Sick time is paid based on the employee’s straight time pay rate in effect at the time the sick time is taken. Sick time is not considered time worked for the purpose of calculating overtime for the week in which the sick time was taken.

The guidelines set forth in this policy do not supersede applicable federal, state, or local law regarding leaves of absence, including leave taken under the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA) and/or as a reasonable accommodation under the Americans with Disabilities Act, or any other applicable federal, state, or local law, including those prohibiting discrimination and/or harassment.

Sick time will run concurrently with any leave taken under any federal, state or local law, including, but not limited to, leaves taken under the FMLA and/or CFRA.

When employment at Aspire ends for any reason, unused Sick Days are not paid out, but for California employees, sick time may be applied towards state retirement programs (CalSTRS or CalPERS), as provided by those plans.

Employees will not receive payment or other compensation for any accrued but unused paid sick time upon separation of employment for any reason.

### Kin Care

Employees in California may take all of their legally mandated paid sick leave to care for a spouse, registered domestic partner, child, child of a registered domestic partner or parent who has an illness. This policy complies with California’s Kin Care Act.

## Discrimination & Retaliation Prohibited

Aspire prohibits discrimination and/or retaliation against employees who request or use paid sick and safe time for authorized circumstances protected by law or for making a complaint or informing a person about a suspected violation of the law. Likewise, Aspire prohibits discrimination and/or retaliation for cooperating with officials in investigating claimed violations of the law, cooperating or participating in any investigation, administrative hearing or judicial action regarding an alleged violation, opposing any policy or practice that is prohibited by the law, or informing any person of his or her potential rights under the law. Employees should contact Human Resources with any questions or complaints.

## For Oakland Employees

This sick leave policy applies specifically to employees working in Oakland and supplements the policies set forth for California employees generally, and in Aspire's Handbook.

### Permissible Uses

Eligible employees may take sick time for themselves and their eligible family members

- (a) for diagnosis, care or treatment of an existing medical condition;
- (b) for preventative care;
- (c) to attend a medical or dental appointment;
- (d) to attend to or provide care for a family member with a mental or physical illness; and/or
- (e) to recover or recuperate from an injury or health condition.

Eligible employees may also take "safe time" if the employee is a victim of domestic violence, sexual assault, or stalking, and time off is needed to attend to safety planning or other actions to assist the employee, such as judicial assistance, medical attention, counseling, etc.

**Designated Person.** In Oakland, a family member may also include a "designated person". If an eligible employee who works in Oakland does not have a spouse or registered domestic partner, the employee may designate one person as to whom the employee wishes to use sick time to aid or care for that person. Designation of this person must be done within ten (10) working days of the date the employee is provided an opportunity to designate. Thereafter, Aspire will provide to eligible employees an opportunity to re-designate a designated person on an annual basis.

## For Los Angeles Employees

This sick leave policy applies specifically to employees working in Los Angeles and supplements the policies set forth above and in Aspire's Handbook.

Eligible employees may use sick leave for themselves and their eligible family members (a) for diagnosis, care or treatment of an existing medical condition; and/or (b) for preventive care.

Employees may also use sick leave if the employee is a victim of domestic violence, sexual assault or stalking and time off is needed to

- obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order, or other injunctive relief) to help ensure the health, safety, or welfare of the victim or his or her child;
- seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
- obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
- obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
- participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

For purposes of this policy, “eligible family members" include

- spouse;
- biological, adopted or foster child, stepchild, legal ward or a child to whom the employee has legal responsibility similar to that of a parent (irrespective of a child’s age or dependency status);
- biological, adoptive or foster parent, stepparent, or legal guardian of an employee or the employee’s spouse or registered domestic partner or a person who stood *in loco parentis* (in place of a parent) when the employee was a minor child;
- sibling;
- grandparent or grandchild;
- registered domestic partner (as defined by state or local law), as well as the child or parent of a registered domestic partner; and/or
- any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

## 6.3 Paid Time Off

Aspire grants Paid Time Off (PTO) to provide benefit-eligible employees with the flexibility to meet both work and personal needs. You can use PTO for any reason (e.g., vacation, illness, medical appointments, personal business), subject to approval by your Supervisor. Your Supervisor may set “blackout dates” during which requests for PTO will be denied (for example: during STAR testing for classroom teachers and principals, or during scheduled audits for an accountant).

Accrual of PTO: Accruals are based on your job title and classification. Please refer to the Accrual Chart on the MyAspire portal.

- The amount of PTO is based on workweek schedules, job title and job classification.

- The maximum limit on the amount of PTO you may accrue is two times your annual accrual, except as set forth below. Once an employee reaches the maximum accrual cap, no additional PTO will accrue until the employee's PTO balance falls below the maximum. There will be no retroactive accrual for the time an employee spends at the maximum accrual cap. PTO will carry over from year to year, subject to the maximum cap on accrual set forth above.

- Employees who transfer into a new role in Aspire will retain their existing PTO accrual balance, and will start accruing at the PTO rate applicable to the new role, up to the maximum accrual cap.

- Aspire retains the right to schedule required use of PTO to meet student and operational needs.

### Amount of PTO

PTO accrual rates and caps for employees are based on accrual chart:

- 249 and 235 Exempt (salary): 12 days per school year; provided pro rata at eight (8) hours per month.

- 196 Exempt (salary): three (3) days per school year; provided pro rata at two (2) hours per month.

- 249 and 235 Nonexempt (hourly): 12 days per school year; provided pro rata at 8 hours per month

- 187 -212: three (3) days per school year; provided pro rata at two (2) hours per month.

- Part-Time Benefitted: Exempt (salary) and Nonexempt (hourly): Half of full time accrual for your classification.

- Regular Part Time (scheduled hours between 1 and 29 a week), Temporary, Substitutes, Long Term Substitutes: Do not accrue PTO.

### Using PTO

To use PTO, you must follow these procedures:

- Submit PTO requests through Aspire's Time and Attendance system.

- Notify your Supervisor or Office Manager as soon as possible and except under unusual circumstances no later than 2 weeks before your requested time off.

- Advise your Supervisor or Office Manager of your anticipated return date and the need for work coverage.

- Receive written approval from your Supervisor before you use PTO.

### PTO Advances

PTO advances are not permitted.

### Status Changes

Full-time employees who transfer to part-time status, and are not eligible for part-time benefits, will keep their PTO balance at the time of transfer, but Aspire will not provide them any additional PTO while in part time status. The PTO balance will remain on the books and will be available for them to use whenever they choose. Employees will continue to accrue paid sick leave as required by any applicable law.

### Unused PTO at Termination

When your employment with Aspire ends, any accrued but unused PTO will be paid out at your base rate of pay at the time of separation.

## 6.6 Family and Medical Leave

### California Family Rights Act Leave

The provisions of California's Family Rights Act (CFRA) supplement and may differ from the federal Family and Medical Leave Act (FMLA). Aspire will grant leave in accordance with the requirements of applicable state law in effect at the time the leave is granted.

To the extent CFRA leave and FMLA leave run concurrently therewith, Aspire's policy pertaining to the employee's FMLA leave shall also apply to the employee's CFRA leave except as noted below, where the CFRA shall govern.

To be eligible for CFRA Leave benefits, you must (1) have worked for Aspire for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months as of the start of the leave; and (3) work at a location where at least 50 employees are employed by Aspire within 75 miles, as of the date the leave is requested.

Pursuant to the CFRA, an employee may take up to 12 weeks of unpaid leave for the birth of a child for purposes of bonding, for placement of a child in the employee's family for adoption or foster care, for the serious health condition of the employee's child, parent, or spouse, and for the employee's own serious health condition.

If CFRA leave is for the employee's own serious health condition, the employee may elect or the employer may require the employee to use any accrued PTO. Additionally, the employee may elect to use accrued sick leave for any other reason mutually agreed to by the employer.

Under the CFRA, "spouse" means a husband or wife as defined or recognized under state law for purposes of marriage in the state where the employee resides, including common law marriage or same sex marriage in states where these marriages are recognized. Additionally, CFRA Leave is available to eligible employees to care for a registered domestic partner with a serious health condition.

The requirements and procedures for requesting and taking CFRA leave for this purpose are generally the same as for leave to care for other family members, as stated in the Family and Medical Leave policy in the Handbook (Section 6.7) except that the restrictions on intermittent leave for instructional employees do not apply to CFRA Leave. Instructional employees may take CFRA pursuant to the same rules and under the same circumstances as any other covered employee.

All leave time taken to care for a registered domestic partner will be counted against the employee's state family and medical leave law entitlement to the fullest extent permitted by law.

Although the federal ("FMLA") and state ("CFRA") laws have different names, Aspire refers to these types of leaves collectively as "FMLA Leave." No greater or lesser leave benefits will be granted than those set forth in such state or federal laws. In certain situations, the federal law requires that provisions of state law apply. In any case, employees will be eligible for the most generous benefits available under applicable law.

### Pregnancy and Pregnancy Related Disabilities Leave and Accommodations

Any California employee who is disabled by pregnancy, childbirth, or a related medical condition is eligible for an unpaid Pregnancy Disability Leave. There is no length of service requirement.

For purposes of this policy, you are disabled from working when, in the opinion of your Health Care Provider, you cannot work at all or are unable to perform any one or more of the essential functions of your job or to perform them without undue risk to yourself, the successful completion of your pregnancy, or to other persons as determined by a Health Care Provider. This term also applies to certain pregnancy-related conditions, such as severe morning sickness or if you need to take time off for prenatal or postnatal care, bed rest, post-partum depression, and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

### Reasonable Accommodation for Pregnancy-Related Disabilities

Any employee who is affected by pregnancy may also be eligible for a temporary transfer or another accommodation. There is no length of service requirement. You are affected by pregnancy if you are pregnant or have a related medical condition, and because of pregnancy, your Health Care Provider has certified that it is medically advisable for you to temporarily transfer or to receive some other accommodation.

Aspire will provide a temporary transfer to a less strenuous or hazardous position or duties or other accommodation to an employee affected by pregnancy if

- she requests a transfer or other accommodation;
- the request is based upon the certification of her Health Care Provider as "medically advisable"; and
- the transfer or other requested accommodation can be reasonably provided pursuant to applicable law.

No additional position will be created and Aspire will not discharge another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job as a part of the accommodation process.

Examples of reasonable accommodations include (1) modifying work schedules to provide earlier or later hours; (2) modifying work duties, practices, or policies; (3) providing time off; (4) providing furniture (such as stools) and modifying equipment and devices; and (5) providing additional break time for lactation or trips to the restroom. If time off or a reduction in hours is granted as a reasonable accommodation, Aspire will consider the reduced hours/time off as Pregnancy Disability Leave and deduct those hours from an employee's four-month leave entitlement.

### Advance Notice and Medical Certification

To be approved for a Pregnancy Disability Leave, a temporary transfer or other reasonable accommodation, you must

- provide 30 days' advance notice before the leave of absence, transfer, or reasonable accommodation is to begin, if the need is foreseeable;
- provide as much notice as is practicable before the leave, transfer, or reasonable accommodation is to begin when 30 days' notice is not foreseeable; and
- Provide a signed medical certification from your Health Care Provider that states that you are disabled due to pregnancy or that it is medically advisable for you to be temporarily transferred or to receive some other requested accommodation.

Failure to provide Aspire with reasonable advance notice may result in the delay of leave, transfer or other requested accommodation.

### Duration

Aspire will permit you a Pregnancy Disability Leave for the duration of your pregnancy-related disability for up to four (4) months. This leave may be taken intermittently or on a continuous basis, as certified by your Health Care Provider. The four months of leave available to an employee due to her pregnancy-related disability is defined as the number of days (and hours) the employee would normally work within four calendar months or 17.33 workweeks.

Aspire may require an employee to temporarily transfer to an available alternative position to meet the medical need of the employee to take intermittent leave or work on a reduced schedule as certified by the employee's Health Care Provider. The employee must be qualified for the alternative position, which will have an equivalent rate of pay and benefits, but not necessarily equivalent job duties.

Any temporary transfer or other reasonable accommodation provided to an employee affected by pregnancy will not reduce the amount of Pregnancy Disability Leave time the employee has available to her unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work.

The length of the transfer will depend upon the employee's physical condition before and after childbirth. Aspire may require you to provide a new certification if you request an extension of time for your leave, transfer, or other requested accommodation.

### Reinstatement

If you and Aspire have agreed upon a definite date of return from your leave of absence or transfer, you will be reinstated on that date if you notify Aspire that you are able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, you will be returned to work within two (2) business days, where feasible, after you notify Aspire of your readiness to return.

Before you will be allowed to return to work in your regular job following a leave of absence or transfer, you must provide your Supervisor with a certification from your Health Care Provider that you can perform safely all of the essential duties of your position, with any reasonable accommodation. If you do not provide such a release prior to or upon reporting for work, you will be sent home until a release is provided. Any time before the release is provided will be unpaid.

You will be returned to the same or a comparable position upon the conclusion of your leave of absence or transfer. If the same position is not available on your scheduled return date, Aspire will provide you a comparable position on your scheduled return date or within 60 calendar days of that return date. However, you will not be entitled to any greater right to reinstatement than if you had not taken the leave. For example, you would have been laid off regardless of the leave, or you would not have been offered a comparable position, then you will not be entitled to reinstatement.

To the extent required by law, some extensions beyond an employee's pregnancy disability leave entitlement may be granted when the leave is necessitated by an employee's injury, illness or "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law.

Aspire will not discriminate or retaliate against employees because they request or make use of leave, a transfer, or other accommodations in accordance with this policy. This policy does not limit a pregnant employee's rights under any other policy or laws protecting gender, pregnancy and childbirth, or health conditions related to pregnancy or childbirth.

### Integration with Other Benefits

Pregnancy Disability Leaves and accommodations that require you to work a reduced work schedule or to take time off from work intermittently are unpaid. You may elect to use accrued sick time and/or accrued PTO during the unpaid leave of absence. However, use of PTO will not extend the available leave of absence time. PTO and sick time hours will not accrue during any unpaid portion of the leave of absence, and you will not receive pay for official holidays that are observed during your leave of absence except during those periods when you are substituting PTO or sick time for unpaid leave.

California employees should apply for California State Disability insurance (SDI) benefits. SDI forms are available from Aspire or your Health Care Provider. Any SDI for which you are eligible will be integrated with accrued PTO, sick time, and/or other paid time off benefits so that you do not receive more than 100% of your regular pay.

### Benefits

Aspire will maintain an employee’s health insurance benefits during an employee’s Pregnancy Disability Leave for a period of up to four months (as defined above) on the same terms as they were provided prior to the leave time. If you take additional time off following a Pregnancy Disability Leave that qualifies as CFRA Leave, Aspire will continue your health insurance benefits for up to a maximum of 12 workweeks in a 12-month period.

In some instances, Aspire may recover premiums it paid to maintain health insurance benefits if you fail to return to work following your Pregnancy Disability Leave for reasons other than taking additional leave afforded by law or Aspire policy or not returning due to circumstances beyond your control.

### Family Temporary Disability Insurance (Paid Family Leave Benefits)

The Paid Family Leave (PFL) fund is administered by the California Employment Development Department (EDD), not Aspire, which means that employees must apply to the EDD to receive this benefit when the employee has been approved by Aspire for a leave of absence. In order to obtain approval for leave of absence for the reasons set forth below, the employee must contact the Human Resources Department. Leave to care for certain family members may be covered by applicable law for certain eligible employees. Leave that is not covered by applicable law may or may not be approved by Aspire, in Aspire's sole discretion. Nothing in this policy guarantees that Aspire will provide additional leaves of absence other than those already required by applicable law.

Through the PFL fund, the EDD will provide eligible employees with a wage supplement for a maximum of six (6) weeks within a 12-month period. PFL benefits may be available from the EDD for an otherwise Aspire-approved leave of absence for the following:

1. For the birth or placement of a child, as defined by the PFL law, for adoption or foster care within one year of the birth or placement of the child; or

2. To care for an immediate family member (spouse, registered domestic partner, child or parent, grandparent, grandchild, sibling and parent-in-law as defined by the PFL law) who is seriously ill and requires care.

PFL benefits will be coordinated with an otherwise authorized leave of absence. In such circumstances, the use of PFL benefits and/or PTO during the leave period will not extend the length of the leave beyond what is required by applicable law and/or Company policy. Employee benefits do not accrue during a leave of absence unless otherwise required by law or by applicable Company policies.

## 6.17 Military Leave

In addition to the federal protections included in Aspire's Handbook, employees in California who serve in the military are entitled to the rights and protections set forth in the California Military and Veteran's Code. Employees who are members of the National Guard or United States Reserve will be granted a temporary leave of absence without pay while engaged in military duty ordered for purposes of military training, drills, encampment, naval cruises, and special exercises or like activities. This leave is not to exceed 17 calendar days annually, including time involved in going to and returning from such duty. Collateral benefits will not be restricted or terminated because of an employee's temporary incapacity as a result of the employee's duty in the National Guard or Naval Militia, if the employee is ordered to duty or training for 52 weeks or less. Similarly, employees who are members of the state Military Reserve will be granted a temporary leave of absence without pay while engaged in military duty for purposes of military training, drills, unit training assemblies, or similar inactive duty training. This leave is not to exceed 15 calendar days annually, including time involved in going to and returning from that duty.

Employees who are members of California's National Guard or the National Guards of other states will be entitled to reinstatement upon return from a military leave for active service, so long as certain conditions are met. Employees returning from leave who were full-time employees will be restored to the same position or to a position of similar seniority, status and pay unless the employer's circumstances have so changed as to make it impossible or unreasonable to do so and part-time employees will be restored to the same position or to a position of similar seniority, status and pay, if any exists, so long as

- the employee is an officer or enlisted member of the National Guard of any state;
- the employee was called to active duty by the Governor of the state in which he or she serves in the National Guard or by the President of the United States;
- the employee received a certificate of satisfactory service in the National Guard;
- the employee is still qualified to perform the duties of the position;
- the employee made application for reinstatement to a full-time position within 40 days of being released from service;
- the employee made application for reinstatement to a part-time position within five (5) days of being released from service; and
- the employee's position was not temporary.

For one year following reemployment, Aspire will not discharge the employee without cause.

Aspire will not discriminate against members of the military or naval services of California or the United States.

### Civil Air Patrol Leave

Aspire will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, Aspire will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

Aspire will provide not less than 10 days per year of leave but no more than three (3) days at a time to employees who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by Aspire for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol.

Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Leave under this policy is unpaid. An employee taking leave under this policy will not be required to exhaust accrued PTO, sick time, or any other type of accrued leave prior to taking unpaid Civil Air Patrol Leave.

Following leave under this policy, an employee must return to work as soon as practicable and must provide evidence of the satisfactory completion of Civil Air Patrol service. If the employee complies with these requirements, the employee will be restored to their prior position without loss of status, pay, or other benefits.

### Family Military Leave

Employees who are spouses/registered domestic partners of certain military personnel may receive up to ten (10) days of unpaid leave during a qualified leave period. For purposes of this policy, a “qualified leave

period" means the period during which the individual is on leave from deployment during a period of military conflict.

An employee is eligible for leave under this policy if he or she

1. is the spouse/registered domestic partner of a person who

    - is a member of the Armed Forces of the United States who has been deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States, or

    - is a member of the National Guard or of the Reserves who has been deployed during a period of military conflict;

2. works for an average of 20 or more hours per week;

3. provides notice of his or her intention to take leave within two (2) business days of receiving notice that his or her spouse/registered domestic partner will be on leave from deployment; and

4. submits written documentation certifying that his or her spouse/registered domestic partner will be on leave from deployment during the time the leave is requested.

Military conflict means either a period of war declared by the United States Congress, or a period of deployment for which a member of a reserve component is ordered to active duty either by the Governor or the President of the United States.

Leave taken under this policy will not affect an employee's right to any other benefits, although an employee may elect to use accrued PTO during the leave.

Aspire will not discriminate against, or tolerate discrimination against, any employee who requests and/or takes leave under this policy.

For more information, please contact your Supervisor or a Human Resources representative.

## School or Child Care Activities Leave

Aspire allows California employees who are parents to use their PTO (or unpaid time off if no PTO is available) to attend to certain school or child care activities. An employee who is a parent to one or more children who are of the age to attend a licensed child care provider, kindergarten or grades one through 12 may take up to 40 hours of time off per school year to participate in any of the following:

- Finding, enrolling or reenrolling the child in a school or with a licensed child care provider;

- Participating in school or child care-related activities; or

- Addressing a child care provider or school emergency.

"Parent" includes parent, guardian, stepparent, foster parent, grandparent, and persons who stand *in loco parentis* (in place of a parent) to a child.

Child care provider or school emergencies occur when the child cannot remain in school or with a child care provider due to one of the following:

- The school or child care provider has requested that the child be picked up or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires that the child be picked up from school or child care;
- Behavioral or discipline problems;
- Closure or unexpected unavailability of the school or child care provider (excluding planned holidays);
- A natural disaster (e.g., fire, earthquake, or flood).

Time off for reasons other than a child care provider or school emergency is limited to eight (8) hours per calendar month.

Employees wishing to take time off for a planned absence (e.g., to participate in scheduled school or child care provider activities or enroll a child in school or with a child care provider) must provide reasonable advance notice to their Supervisor. Employees needing time off to address a child care provider or school emergency must provide notice to their Supervisor as soon as practicable.

If both parents of a child work for Aspire, only one parent—the first to provide notice—may take the time off. Aspire may approve both parents taking time off simultaneously on a case-by-case basis upon written request.

Aspire may require employees to provide documentation from the school or child care provider verifying that the employee participated in the school or child care activity, including the date and time of the activity.

Employees must use accrued PTO for any part of this leave. Employees who do not have PTO available will be allowed time off without pay.

### School Discipline Leave

California employees who are the parent or custodial guardian of a child in kindergarten or grades one through 12 may take time off to attend a school conference involving the possible suspension of their child.

For an employee o be eligible for this leave, the child must be living with the employee, and the employee must provide advance notice that his or her appearance at the school has been requested.

Aspire may require employees to provide documentation, including a copy of the school's notice or some other certification stating that the employee's presence at the school is mandatory.

Employees wishing to take such leave may utilize their accrued PTO.

School visits for other purposes may be covered under Aspire's general School or Child Care Activities Leave policy.

## 6.18 Jury Duty

Aspire encourages its employees to fulfill their civic obligations by performing jury service when called. Our Jury Duty Policy applies to all full-time and part-time regular staff members.

Aspire will grant a leave of absence for jury duty to any employee who has been notified to serve, subject to the following conditions:

- You must provide a copy of the jury duty notice to your Supervisor immediately after you are summoned for jury duty.
- You will be compensated for up to 10 days of jury duty.
- Compensation for each day of jury duty will be equal to your regular daily earnings.
- Aspire does not provide jury duty pay after the first 10 days of service. Following 10 days of service, jury duty will be unpaid. Employees may choose to use accrued PTO.
- You are expected to report to work for any full or partial day you are excused from jury duty.
- You must provide a copy of the jury duty payment stub once you have received it.

Under California law, you have a right to serve on a jury without fear of harassment, dismissal, or retaliation. While on an excused absence for jury duty, all benefits shall remain in effect and the employee will continue to accrue PTO and sick days.

## 6.19 Time Off to Vote

Aspire encourages all employees to fulfill their civic responsibilities and to vote in all public elections. Most employees' schedules provide sufficient time to vote either before or after working hours. Aspire also encourages employees to take advantage of early voting whenever possible to minimize disruption to the workplace.

If you do not have sufficient time outside of working hours to vote, you may receive up to two hours of paid time off to vote. Any additional time off will be without pay.

Employees must request time off from their Supervisor at least two working days before Election Day so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to normal work schedules.

If approved for time off, you will not incur any attendance infractions for missing work in order to vote.

### Election Officer Leave

Aspire will not terminate, suspend, or otherwise discriminate against employees who miss work to serve as an election officer on Election Day.

Aspire asks that employees provide reasonable advance notice of the need for time off to serve as an election official, so that the time off can be scheduled to minimize disruption to normal work schedules.

Time off under this policy will be unpaid. Proof of having served as an election official may be required.

## Time Off for Bone Marrow Donation

Employees will be provided a leave of absence to undergo a medical procedure to donate bone marrow to another person. The combined length of bone marrow leave may not exceed five (5) workdays in any one-year period. To qualify for this leave, the employee must submit verification by a physician detailing that there is a medical necessity for the donation, as well as the length of each leave requested. Employees must use earned sick time/PTO concurrently with this time off. If an employee does not have enough earned sicktime/PTO to cover the leave, the remaining days of leave will be with pay by Aspire. Use of this leave will not be counted against any available FMLA/CFRA time. This is also not considered a break in service for purposes of benefits or seniority.

While an employee is on leave for bone marrow donation, Aspire will maintain all group health insurance benefits as if he or she were still at work.

In most circumstances, upon return from this leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she did not take a leave. For example, if an employee on leave for bone marrow donation would have been laid off had he or she not taken a leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

## Time Off for Organ Donation

Employees will be provided a leave of absence to undergo a medical procedure to donate an organ to another person. The combined length of the leaves may not exceed 30 business days in any one-year period. To qualify for this leave, the employee must submit verification by a physician detailing that there is a medical necessity for the donation, as well as the length of each leave requested. Employees must use their available sick time/PTO during the first two weeks of leave, and the remaining days of leave, if any, will be with pay by Aspire. Use of this leave will be not be counted against any available FMLA/CFRA time. This is also not considered a break in continuous service for purposes of benefits or seniority.

While an employee is on leave for organ donation, Aspire will maintain all group health insurance benefits as if he or she were still at work.

In most circumstances, upon return from this leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she did not take a leave. For example, if an employee on leave for organ donation would have been laid off had he or she not taken a leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

## Time Off for Domestic Violence Victims

Aspire will provide time off to any California employee who is a victim of domestic violence and/or a victim of sexual assault and/or victim of stalking so that the employee may obtain or attempt to obtain relief, and to help ensure the health, safety, or welfare of the employee or the employee's child. The relief that may be sought includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive

relief. When taking such leave, the employee should give Aspire reasonable notice of the leave, unless advance notice is not feasible. Aspire also may require the employee to provide written verification of the need for the time off, such as a police report, court order or documentation from a medical professional, etc.

Aspire will make reasonable accommodations for any employee who reports that he or she is the victim of domestic violence, sexual assault, or stalking, and requests that Aspire accommodate his or her safety while at work, unless undue hardship to Aspire would result. See Section 1.10 of the Handbook and of this Addendum.

Additionally, an employee who is a victim of domestic violence and/or a victim of sexual assault may take time off to attend to any of the following:

(1) to seek medical attention for injuries caused by domestic violence;

(2) to obtain service from a domestic violence shelter, program, or rape crisis center;

(3) to obtain psychological counseling; and/or

(4) to participate in safety planning and to take other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation.

Confidentiality regarding the situation, including the employee's request for time off, will be maintained to the greatest extent possible. Employees may use accrued benefits, such as PTO, in order to receive compensation during the time taken off from work.

## Crime Victim Leave for Certain Felonies

### Leave To Attend Court Proceedings for Serious Crimes

Aspire prohibits discrimination against an employee who wishes to take time off from work to attend judicial proceedings related to certain violent, serious, or theft/embezzlement-related felonies committed against the employee, the employee's immediate family member, the employee's registered domestic partner, or a child of the employee's registered domestic partner.

"Immediate family member" is defined as an employee's spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.

Before an employee may be absent from work to attend a judicial proceeding, the employee must give his or her Supervisor a copy of the notice of each scheduled proceeding that is provided to the victim by the agency responsible for providing notice, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee must provide within reasonable time documentation evidencing the judicial proceeding from (1) the court or government agency setting the hearing; (2) the district attorney or prosecuting attorney's office; or (3) the victim/witness office that is advocating on behalf of the victim.

Confidentiality regarding the situation, including an employee's request for time off, will be maintained to the greatest extent possible.

Employees may use accrued benefits, such as PTO time or sick time, in order to receive compensation during the time taken off from work.

### Leave To Appear in Court

Aspire prohibits discrimination against an employee who is a victim of certain serious criminal offenses and wishes to take time off to appear in court to be heard at any proceeding, including any delinquency proceeding, involving a post-arrest release decision, plea, sentencing, or post-conviction release decision or any proceeding in which a right of the victim is at issue.

A "victim" means any employee who suffers direct or threatened physical, psychological or financial harm as a result of the commission or attempted commission of a serious criminal offense. The term "victim" also includes the employee's spouse, registered domestic partner, parent, child, sibling or guardian.

Before employees may take time off under this policy, they must provide Aspire with reasonable advance notice of their intention to take time off, unless the advance notice is not feasible.

If an employee must take an unscheduled absence due to victimization from a serious criminal offense, the employee must provide Aspire with a certification within a reasonable time. The types of certification to account for an unscheduled absence include a police report indicating the employee was a victim of one of the specified serious criminal offenses; a court order protecting or separating the employee from the perpetrator of one or more of the specified offenses, or other evidence from the court or prosecuting attorney that the employee has appeared in court.;

Confidentiality regarding the situation, including an employee's request for time off, will be maintained to the greatest extent possible.

Employees may use accrued benefits, such as PTO or sick leave, in order to receive compensation during the time taken off from work.

### Volunteer Firefighters, Reserve Peace Officers, or Emergency Rescue Personnel Emergency Responder Leave

Aspire will not terminate or discipline any California employee who is a volunteer firefighter, reserve peace officer or emergency rescue personnel because the employee takes time off to perform emergency duty or engages in fire, law enforcement, or emergency rescue training. In the event you need to take time off for this type of emergency duty, please alert your Supervisor as soon as practicable and/or before leaving Aspire's premises, if the emergency arises during your scheduled work hours.

A "volunteer firefighter" includes any person registered as a volunteer member of a regularly organized fire department of a city, county, city and county, or district having official recognition of the government of the city, county, or district in which the department is located, or a regularly organized fire department of an unincorporated town.

"Emergency rescue personnel" includes any volunteer or paid officers, employees, or members of a fire department or fire protection or firefighting agency who perform first aid and medical services, rescue procedures and transportation or other related activities necessary to insure the health or safety of a person in immediate danger. Such personnel include those who work for the (1) federal or state government; (2) city, county, city and county, district or other public or municipal corporation or political subdivision of

this state; (3) sheriff's department, police department, or private fire department; or (4) disaster medical response entity sponsored or requested by the state.

Employees will also be allowed up to 14 calendar days of leave per year to engage in fire, law enforcement or emergency rescue training.

All time off taken under this policy is unpaid, except that exempt employees will be paid when required under applicable law.

## 7.8 Workers' Compensation

Aspire will grant eligible employees a Workers' Compensation Disability Leave in accordance with state law if you incur an occupational illness or injury. As an alternative, Aspire may offer you modified work. Leave taken under the Workers' Compensation Disability Policy runs concurrently with Family and Medical Leave under both federal and state law.

You must report all accidents, injuries and illnesses that occur while on Aspire property or while performing Aspire-compensated work or services, no matter how minor, to your immediate supervisor.

Should the injury require the attention of a doctor, please seek help immediately. In case of an emergency, you should call 911 or go to the nearest hospital emergency room for treatment, and then utilize the workplace clinics if additional treatment is necessary. Please contact your Office Manager or a Human Resources Representative who can provide you with a list of the nearest Kaiser-on-the-job clinics. This information is also located on MyAspire.

## 8.3 Final Paycheck

If you resign with at least 72 hours' notice, you will receive your final paycheck on the last day of employment. If you resign with fewer than 72 hours' notice, your final paycheck will be available in the Human Resources office within 72 hours after your last day of work. Upon request, your final paycheck may be mailed to you.

## 8.5 Unemployment Compensation

For unemployment insurance purposes, a "school employee" is an individual who works or provides services for a public or private nonprofit school employer. School employees may not be eligible for unemployment compensation during school recess periods, such as summer break, if they have a "reasonable assurance" of being "rehired" at the start of the next term. Questions on eligibility for unemployment compensation should be directed to the nearest office of the Employment Development Department (EDD), or visit www.edd.ca.gov/unemployment for more information.

## ACKNOWLEDGMENT OF RECEIPT OF CALIFORNIA MEAL PERIOD AND REST BREAK POLICY

I acknowledge that I have been provided with and understand Aspire's California Meal Period and Rest Break Policy, and understand that it is effective immediately. I agree to comply with this Policy.

I understand that I may be subject to disciplinary action, up to and including termination of employment, if I violate this Policy.

_____
Employee Name (print)

_____ _____
Employee Signature Date

## ACKNOWLEDGMENT OF RECEIPT OF
## CALIFORNIA ANTI-DISCRIMINATION/HARASSMENT/RETALIATION POLICY

I acknowledge that I have been provided with a copy of, and understand I am obligated to read, Aspire's California Anti-Discrimination/Harassment/Retaliation Policy, and understand that it is effective immediately. I agree to comply with this Policy.

I understand that I may be subject to disciplinary action, up to and including termination of employment, if I violate this Policy.

_____
Employee Name (print)

_____ _____
Employee Signature Date

# EMPLOYEE MEAL BREAK WAIVER FORM

I understand that I am entitled to a 30-minute duty-free unpaid meal period for every five hours of work. I understand that I may waive meal periods under the following circumstances:

_____If I work no more than six hours on any given workday, I may waive my right to a meal period. By checking the box next to this paragraph and signing below, I am confirming that I am voluntarily electing to waive my employer's obligation to provide a thirty minute uninterrupted meal period on any day I work six or fewer hours. I understand that any day I work more than six hours, this waiver is invalid. I understand that I may revoke this waiver at any time by providing written notice of the decision to do so.

____ If I work more than ten hours, but no more than twelve hours, I understand that I am entitled to two thirty minute uninterrupted meal periods. By checking the box next to this paragraph and signing below, I am confirming that I am voluntarily electing to waive my employer's obligation to provide a second thirty minute uninterrupted meal period, so long as any day that I waive my second meal period I will work no more than twelve hours and I have been provided a timely uninterrupted first meal period of 30 minutes. I understand that I may revoke this waiver at any time providing written notice of the decision to do so.

As a courtesy and for planning purposes, Aspire would appreciate receiving notice of revocation the day prior to the revocation taking effect.

_____

Employee Name (print)

_____ _____

Employee Signature Date

## MEAL PERIOD AND REST BREAK PREMIUM AUTHORIZATION FORM

☐ Required to work through some or all of my first, 30-minute meal period on _____

☐ Required to work through some or all of my second, 30-minute meal period on _____

☐ Not authorized and permitted to take first rest break on _____

☐ Not authorized and permitted to take second rest break on _____

☐ Not authorized and permitted to take third rest break on _____

_____ _____

Employee Signature Date

Employee ID No. _____

☐ Approved meal period premium

☐ Approved rest period premium

_____ _____

Supervisor Signature Date

Supervisor ID No. _____

Submit approved form to Payroll Department

# IV.4

Copy of the student application form and enrollment form

# Application

## Application Preview

Note: **guardian information** is collected separately from this application.

**Note about Transitional Kindergarten (TK):**

If you are applying your student for Transitional Kindergarten, please select Kindergarten as the grade.

All of our schools include the Transitional Kindergarten applications as part of the Kindergarten lottery.

Parental involvement is not a requirement for acceptance to, or continued enrollment at a the charter school.

* Aspire Public Schools' mission is to serve high need low-income students and families. Aspire Public Schools participates in the National School Lunch Program (Free and Reduced Lunch Program, or FRL). Generally, a household income of less than $46,000/year for a household of 4 qualifies you for FRL. Families automatically qualify for FRL if receiving food stamps (SNAP), CalFresh, CalWORKs, Kin-GAP, or FDPIR or other public assistance. A foster child is categorically eligible for free meals. You or your children do not have to be a U.S. citizen to qualify for free or reduced-price meals. To determine if your family is eligible, visit the CA Dept of Ed website: https://www.cde.ca.gov/ls/nu/rs/scales1718.asp (https://www.cde.ca.gov/ls/nu/rs/scales1718.asp)

**Student General Information**

First Name

Middle Name

Last Name

## Student Residence

Street address, P.O. box, c/o

Apartment, Unit, Suite Number

City

State/Province/Region

ZIP/Postal Code

## Siblings

Does the student have a brother or sister currently attending a school within this organization?

Yes No

Sibling Name

Select Grade

School Attending

Sibling's Date of Birth

Month Day Year

## Additional Information

Is one of the parents or guardians employed by this organization? Yes No

Employee Name

Is the parent or guardian a Founding Family Member? Yes No

Founding Family Member Name

**How did you hear about us ?** *

Select One

**(For Staff) How did the family provide you the details to fill out this application?** *

Edit Delete

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(http://www.schoolmint.com)

# STUDENT REGISTRATION FORM / FORMULARIO DE REGISTRO DE ESTUDIANTE

**Registration for School Year:**
***Registro para el Año Escolar:* 20__ a 20__**

**Campus / *Escuela*** _____

**STUDENT INFORMATION** (PLEASE PRINT CLEARLY)
**INFORMACIÓN DEL ESTUDIANTE** (FAVOR ESCRIBIR LEGIBLE)

**Student's Legal Name**
**Nombre Legal del Estudiante**

**Last Name/ *Apellido*:** **First Name/ *Nombre*:** **Middle Name/ *Segundo nombre*:**

**Grade:** Next year/ ***Grado***: *Próximo año* (20__to 20__) Grade level next year/ *Grado próximo año:* _____

**Age/*Edad*:** ___ **Date of Birth/*Fecha de Nacimiento*:**____/___/____**Gender/*Género*:** ☐ Male/ *Masculino* ☐ Female/*Feminino*

Student's Birth City/ *Ciudad de Nacimento de Estudiante:*_____

Birth State/ *Estado de Nacimento:*_____ Birth Country/ *Páis de Nacimento:*_____

## CONTACT INFORMATION / INFORMACIÓN DE CONTACTO

**Home Address** Street: City: State: Zip:
***Dirección de la Casa*** *Calle:* *Ciudad:* *Estado:* *Código Postal:*

**Mailing Address** Street: City: State: Zip:
***Dirección de Correo*** *Calle:* *Ciudad:* *Estado:* *Código Postal:*

**Child Resides With/** ☐ Both Parents/ ☐Mother/ ☐Father/ ☐other/
***El (la) Niño(a) Vive con:*** *Ambos Padres* *Madre* *Padre* *otro(a):*_____

**Does anyone else have custody rights to your child?** ☐ **Yes/ *Sí*** ☐ **No**
***¿Hay otra persona con custodia de su niño/a?***

| | **MOTHER / *MADRE*** **Parent 1/*Padre 1*** | **FATHER / *PADRE*** **Parent 2/*Padre 2*** | **LEGAL GUARDIAN / *GUARDIÁN LEGAL*** |
|---|---|---|---|
| Name / *Nombre* | | | |
| Home Phone / *Teléfono de la Casa* | | | |
| Work Phone / *Teléfono del Trabajo* | | | |
| Cell Phone / *Teléfono Celular* | | | |
| E-Mail / *Correo Electrónico* | | | |

## SIBLINGS LIVING IN THE HOME / HERMANOS(AS) QUE VIVEN EN LA CASA

**Do any siblings attend an Aspire School? /*¿Algún(a) Hermano(a) asiste a una Escuela Aspire?*** ☐ Yes/ *Sí* ☐ No

| | **Sibling 1/ Hermano (a) 1** | **Sibling 2/ Hermano (a) 2** | **Sibling 3/ Hermano (a) 3** |
|---|---|---|---|
| Sibling Name<br>Nombre del Hermano (a) | | | |
| Sibling Age and Date of Birth<br>Edad y Fecha de Nacimiento del Hermano (a) | | | |
| Sibling School<br>Escuela del Hermano (a) | | | |
| Sibling Grade<br>Grado del Hermano (a) | | | |

# STUDENT REGISTRATION FORM / FORMULARIO DE REGISTRO DE ESTUDIANTE

## EMERGENCY CONTACTS / CONTACTOS DE EMERGENCÍA

**Contact #1 / *Contacto #1***

Name / *Nombre:*_____Relationship to Child / *Parentesco con el (la) Niño(a):*_____

Emergency Contact Telephone # / *No. de Teléfono del Contacto de Emergencía*: _____

**Contact # 2 / Contacto #2**

Name / *Nombre:*_____Relationship to Child / *Parentesco con el (la) Niño(a)*:_____

Emergency Contact Telephone # / *No. de Teléfono del Contacto de Emergencia*:_____

## ADDITIONAL STUDENT INFORMATION/ INFORMACIÓN ADICIONAL DEL ESTUDIANTE

The following information is for planning purposes only and will enable us to provide your child with an appropriate education program.
*La siguiente información es solamente para fines de planear y nos permitirá darle a su hijo(a) un programa de educación apropiado.*

### PREVIOUS SCHOOL HISTORY / HISTORIAL DE ESCUELAS ANTERIORES

Have you ever enrolled at another Aspire School? / *¿Usted ha estado matriculado(a) antes en otra Escuela Aspire?*

☐ Yes/ *Sí* ☐ No

Name of School/ *Nombre de la escuela:* _____

Last grade completed before beginning with Aspire/ *Último grado completado antes de empezar con Aspire:*_____ Last school attended/ *Último escuela asistida*:_____

Last School District / Último Distrito Escolar: _____

Has your child been previously expelled, or is your child currently expelled?
*¿Su hijo(a) ha sido expulsado(a) antes, o su hijo(a) está expulsado(a) actualmente?*

☐ Yes/Sí ☐No District / *Distrito*: _____

### SPECIAL PROGRAMS/ PROGRAMAS ESPECIALES

Please note that Aspire Public Schools serves all children, regardless of their disability; and has specialized programs and services to meet individual needs. By sharing this information with us now, it helps the school coordinate services for your child as soon as possible.

*Por favor tenga en cuenta que las Escuelas Públicas Aspire aceptan a todos sin considerar discapacidades, y tienen programas especializados y servicios para satisfacer las necesidades de los estudiantes. Al darnos esta información nos permite coordinar los servicios para su hijo/a lo más pronto posible.*

1. Does your child have a current IEP (Special Education Services) or 504 plan?/ *¿Su hijo(a) recibe servicios de educación especial (un IEP) o plan 504 vigente?* ☐ Yes/Sí ☐No
2. Has your child ever had an IEP (Special Education Services) or 504 plan?/ *¿Su hijo(a) alguna vez recibió servicios de educación especial (un IEP) o un plan 504?* ☐ Yes/Sí ☐ No
3. If exited, when (school year)?/ *¿Si se salió, ¿cuándo(año escolar)?*_____
4. Does your child have an identified disability? / *¿Su hijo/a tiene una discapacidad identificada?* ☐ Yes/Sí ☐ No
5. Has your child ever received speech and language or other specialized service? / *¿Alguna vez su hijo/a ha recibido servicio de habla y el lenguaje u otro servicio especializado?* ☐ Yes/Sí ☐ No

I give consent to Aspire Special Education to request my child's current confidential IEP and/or 504 records from his/her previous school.
*Doy consentimiento para el equipo de educación especial de Aspire para solicitar registros confidenciales actuales de IEP 0 504 de mi hijo de su escuela anterior.*

Parent's/Caregiver's/Guardian's Signature
*Firma de Padre /Cuidador / Guardián*:_____Date / *Fecha:* _____

# STUDENT REGISTRATION FORM / FORMULARIO DE REGISTRO DE ESTUDIANTE

## ADDITIONAL STUDENT INFORMATION / INFORMACIÓN ADICIONAL DEL ESTUDIANTE

**STUDENT'S PRIMARY AND HOME LANGUAGE / IDIOMA PRIMARIO Y DEL HOGAR DEL ESTUDIANTE**

1. Which language did your child learn when he/she first began totalk?
   *¿Qué idioma aprendió su hijo cuando empezó a hablar?* _____
2. Which language does your child most frequently speak at home?
   *¿Qué idioma habla su hijo en casa con más frecuencia?* _____
3. Which language do you (the parents/guardians) most frequently use when speaking with your child?
   *¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?*
   _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)
   *¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?*
   _____
5. Which language would you prefer for information sent to the home from school?
   *¿Qué idioma prefiere para información enviada a la casa de la escuela?* _____

Date student first enrolled in K-12 in a United States school:
*Fecha en la que el (la) estudiante se matriculó por primera vez en una escuela K-12 en los Estados unidos:*_____/_____/_____

## ADDITIONAL STUDENT INFORMATION / INFORMACIÓN ADICIONAL DEL ESTUDIANTE

**STUDENT'S PRIMARY RACE AND ETHNICITY / RAZA Y ORIGEN ETNICO**

Choose all that apply/ *Escoja todo lo que aplique:*

**Is the student Hispanic or Latino? / *¿El/la estudiante es hispano o latino?***

☐ Yes/*Sí* ☐ No ☐ Decline to State/ *Declinar Declarar*

| **What is the student's race? / *¿Cuál es la raza del estudiante?*** |
|---|
| ☐ American Indian or Alaska Native/ *Indígena Estadounidense o Nativo(a) de Alaska* |
| ☐Black or African American/ *Negra o Africana* |
| ☐ White or Caucasian/ *Blanca o Caucásica* |
| Asian/ *Asiática:*<br>☐Chinese/*China* ☐Japanese/*Japonesa* ☐Korean/*Coreana* ☐Vietnamese/*Vietnamita*<br>☐Asian Indian/*Indio Asiática* ☐Laotian/*Laosiana* ☐Cambodian/*Camboyana*<br>☐Hmong/*Hmong* ☐Other Asian/*Otra Asiática* ☐Filipino/*Filipina* |
| Native Hawaiian or Other Pacific Islander/ *Hawaiana o de otra isla del Pacífico:*<br>☐Hawaiian/*Hawaiana* ☐Guamanian/*Guameña* ☐Samoan/*Samoana* ☐Tahiatian/*Tahitiana*<br>☐Other Pacific Islander/*Otra isla de la Pacifica* |
| ☐Decline to State/*Prefiero no contestar* |

# STUDENT REGISTRATION FORM / FORMULARIO DE REGISTRO DE ESTUDIANTE

## PARENT EDUCATION / EDUCACIÓN DE LOS PADRES

Among All Parents/Guardians Residing With The Student, What Is The Highest Level Of Education? (Check One Only)
*Entre Todos Los Padres/ Acudientes Que Residen Con El (La) Estudiante, ¿Cuál Es El Nivel Más Alto De Educación? (Marque Solamente Uno)*

| HIGH SCHOOL / ESCUEL A SECUNDARIA | COLLEGE AND BEYOND / UNIVERSIDAD Y MÁS | OTHER / OTRA |
|---|---|---|
| ☐High School Diploma<br>*Diploma de Escuela Secundaria* | ☐ Some College (includes AA Degree)<br>*Algún Estudio universitario (incluye -Título AA)* | ☐Decline to State or unknown<br>*Se Niega a indicarlo o No se sabe* |
| ☐ Not a H.S. Graduate<br>*No Graduado(a) de la Escuela Secundaria* | ☐Bachelor/Baccalaureate Degree (BA, AB, BS, etc.)<br>*Título Profesional / Licenciatura (BA, AB, BS, etc.)* | |
| | ☐Graduate School/Post-Graduate Training<br>*Título de Postgrado / Estudios de Postgrado* | |

Aspire Public Schools shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

*Las Escuelas Públicas Aspire no discriminan debido a las características en el Código de Educación, Sección 220 (discapacidad verdadera o percibida, sexo, identidad de género, expresión de género, nacionalidad, raza u origen étnico, religión, orientación sexual, o cualquier característica que está dentro de la definición de crímenes de odio establecido en la Sección 422.5 del Código Penal, incluyendo estado de inmigració, o asociación con un individuo que tiene cualquiera de las características mencionadas).*

## FOR OFFICE USE ONLY / PARA USO DE LA OFICINA SOLAMENTE

| | | | |
|---|---|---|---|
| **Shot Records** | **Proof of Residency** | **Copy of Birth Certificate/ Passport** | **Proof of Guardianship** |
| **Entry Logged** | **Advisory** | **Schedule** | **Challenge** |
| **Cum. Requested Date** | **Cum. Received Date** | **PowerSchool Entry Date** | |

## APPENDICES

I. Summary of School Data
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# Appendix I:
# Summary of The Charter School Data

| Enrollment Count | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|---|
| 6 | 0 | 0 | 0 | 0 | 34 |
| 7 | 194 | 64 | 65 | 60 | 34 |
| 8 | 194 | 196 | 66 | 66 | 64 |
| 9 | 157 | 162 | 154 | 90 | 93 |
| 10 | 0 | 146 | 158 | 144 | 95 |
| 11 | 0 | 0 | 135 | 151 | 134 |
| 12 | 0 | 0 | 0 | 132 | 147 |
| **Total** | **545** | **568** | **578** | **643** | **601** |

| ADA | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|---|
| % | 96.95% | 96.15% | 95.50% | 93.20% | 95.90% |

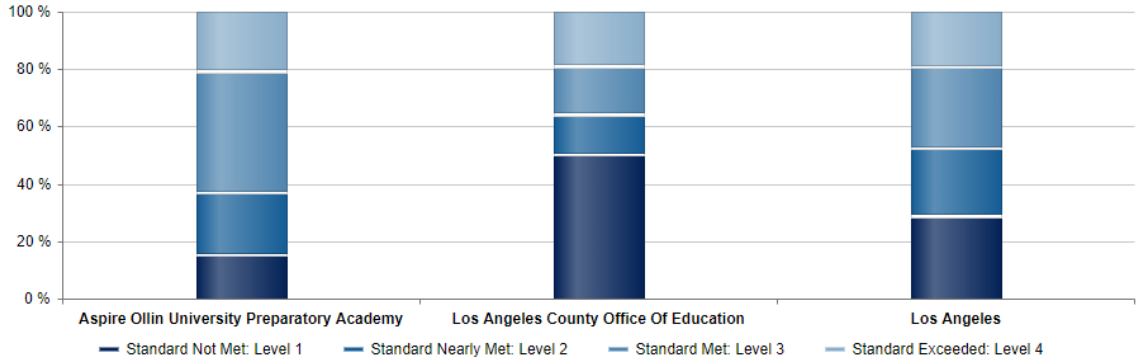
| Demographics (%) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|---|
| **Asian** | 0.00% | 0.00% | 0.00% | 0.30% | 0.50% |
| **Black/African American** | 0.37% | 0.40% | 0.30% | 0.30% | 0.50% |
| **Hispanic or Latino** | 99.27% | 98.80% | 98.30% | 99.40% | 99.00% |
| **Hawaiian/Pacific Islander** | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **Filipino** | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **American Indian/Alaska Native** | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **White** | 0.18% | 0.20% | 0.00% | 0.00% | 0.00% |
| | | | | | |
| **FRL** | 93% | 93.66% | 92.41% | 92.53% | 96.34% |
| **ELL** | 11.56% | 11.97% | 12.41% | 12.60% | 12.81% |
| **SPED** | 8.07% | 7.92% | 8.28% | 9.02% | 11.15% |

| Family Survey - % of Positive Responses | Spring 2018 |
|---|---|
| I am encouraged to share my opinion and feedback in the school decision making process. | 76.7 |
| I would recommend my school to others. | 94.7 |
| How much does the school value the diversity of children's backgrounds? | 76.2 |
| Overall, how much respect do you think the teachers at your child's school have for the children? | 89.7 |

## ENGLISH LANGUAGE ARTS/LITERACY

**2017 Achievement Level Distribution**

**All Grades**



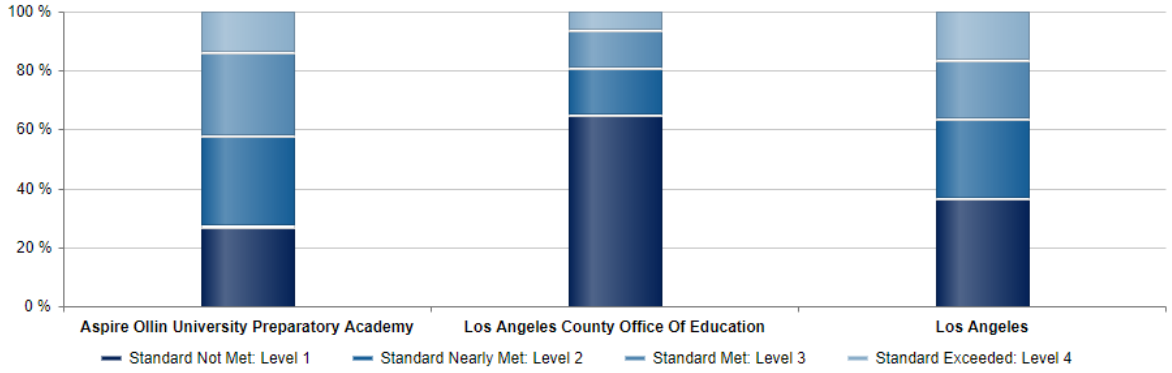

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

## MATHEMATICS

**2017 Achievement Level Distribution**

**All Grades**



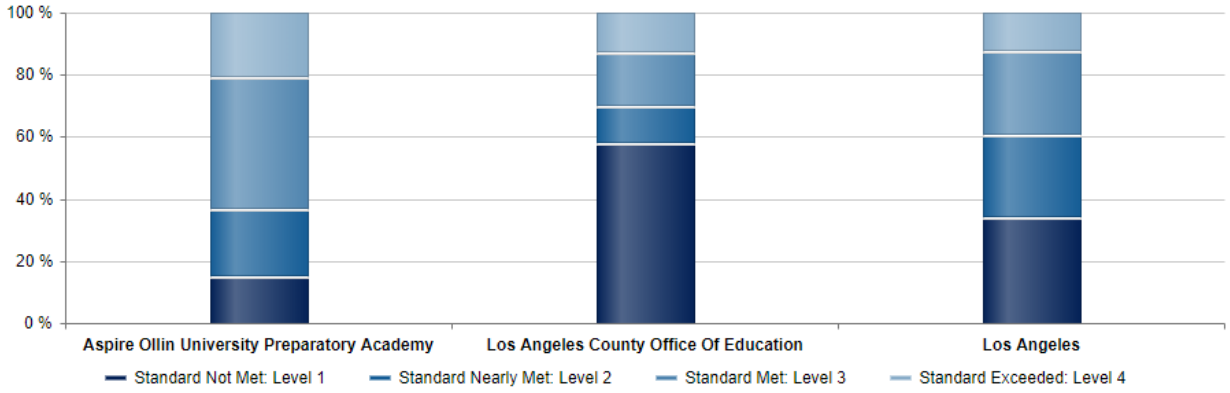

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ Hispanic or Latino

2017 Achievement Level Distribution

All Grades



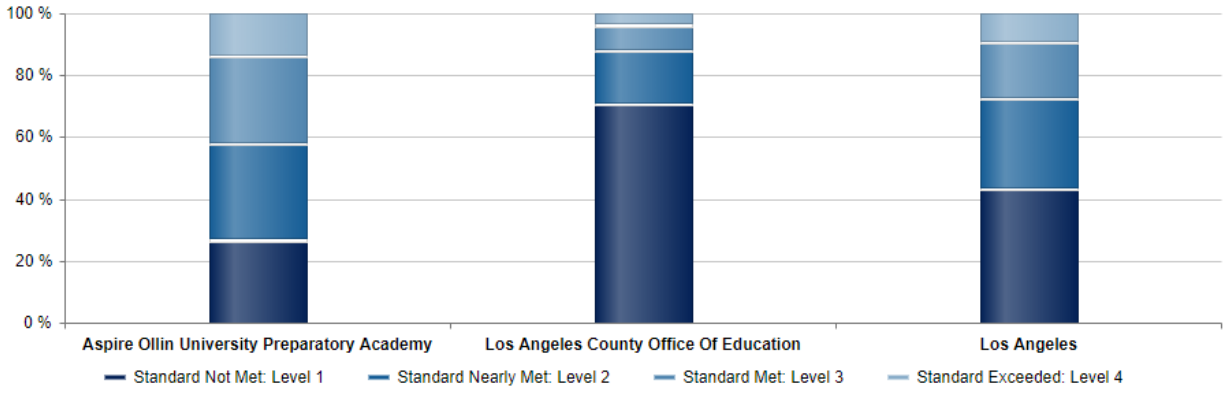

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Hispanic or Latino

2017 Achievement Level Distribution

All Grades



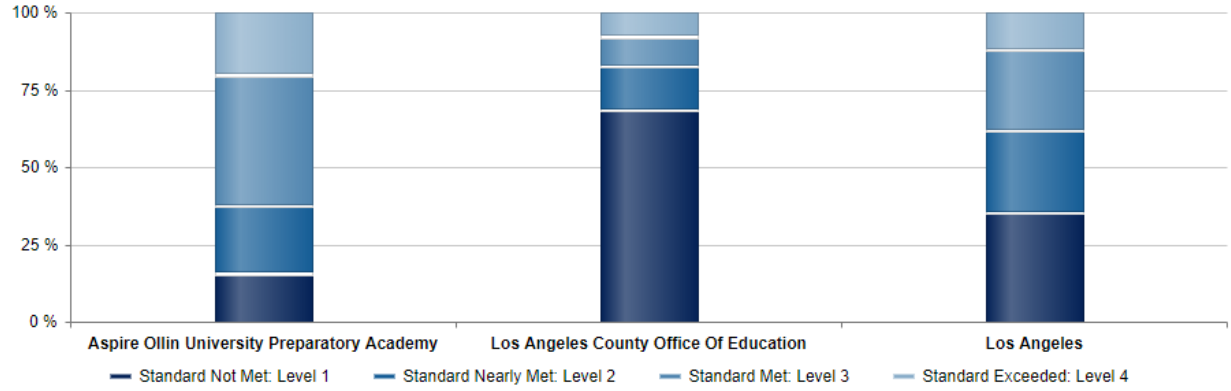

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ Economically Disadvantaged

2017 Achievement Level Distribution

All Grades



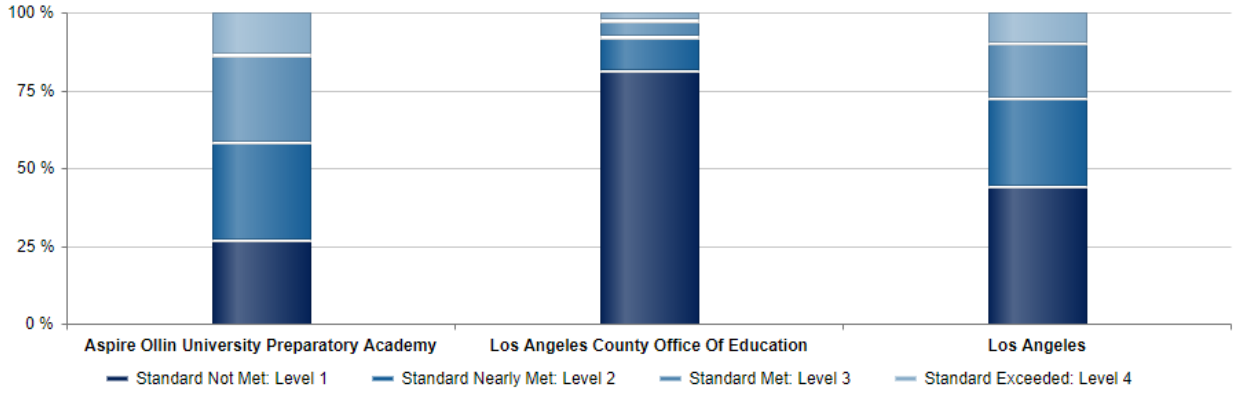

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Economically Disadvantaged

2017 Achievement Level Distribution

All Grades




Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

# Appendix II:
# Similar Schools Study

| | 2017-18 | | | | | | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|
| School Name | Total Enrollment | Socioeconomically Disadvantaged % | EL% | SPED% | LatinX % | Asian American % | African American % | SBAC ELA % M/E | SBAC Math % M/E |
| Aspire Ollin University Preparatory Academy | 601 | 97% | 13% | 11% | 99% | 1% | 1% | 63% | 42% |
| KIPP Academy of Opportunity | 384 | 85% | 6% | 13% | 25% | 0% | 72% | 43% | 21% |
| Magnolia Academy of Science - 3 | 455 | 82% | 5% | 9% | 51% | 1% | 44% | 40% | 22% |
| Synergy Kinetic Academy | 476 | 98% | 15% | 11% | 99% | 0% | 1% | 44% | 33% |
| View Park Preparatory Accelerated Charter (High School) | 605 | 74% | 1% | 14% | 3% | 95% | 0% | 49% | 11% |

| | 2016-17 SBAC Results - % M/E | | | |
|---|---|---|---|---|
| School Name | 16-17 SBAC Latino ELA | 16-17 SBAC Latino Math | Socioeconomically Disadvantaged 16-17 ELA | Socioeconomically Disadvantaged 16-17 Math |
| Aspire Ollin University Preparatory Academy | 64% | 42% | 63% | 41% |
| KIPP Academy of Opportunity | 57% | 39% | 43% | 21% |
| Magnolia Academy of Science - 3 | 42% | 26% | 37% | 21% |
| Synergy Kinetic Academy | 44% | 33% | 43% | 32% |
| View Park Preparatory Accelerated Charter (High School) | n/a | n/a | 48% | 10% |

# Appendix III:
# Sample of the Charter School Bell Schedule

# 6th-9th

| Monday-Thursday | | FRIDAY | |
|---|---|---|---|
| 8:30-10:15 | Period 1 | 8:30-9:00 | Per. 1A |
| 10:15-10:30 | QT w/ Per. 1 | 9:00-9:15 | QT w/ Per. 1 |
| 10:35-12:20 | Period 2 | 9:20-9:50 | Per. 1B |
| 12:20-12:55 | Lunch | 9:55-10:25 | Per. 2Aa |
| 1:00-1:30 | Advisory | 10:25-11:00 | Lunch |
| 1:35-1:50 | QT w/ Per. 3 | 11:05-11:35 | Per. 2Ba |
| 1:50-3:35 | Period 3 | 11:40-12:10 | Per. 3A |
| | | 12:15-12:45 | Per. 3B |

# 10th-12th

| Monday-Thursday | | FRIDAY | |
|---|---|---|---|
| 8:30-10:15 | Period 1 | 8:30-9:00 | Per. 1A |
| 10:15-10:30 | QT w/ Per. 1 | 9:00-9:15 | QT w/ Per. 1 |
| 10:35-12:20 | Period 2 | 9:20-9:50 | Per. 1B |
| 12:25-12:55 | Advisory | 9:55-10:25 | Per. 2A |
| 12:55-1:30 | Lunch | 10:30-11:00 | Per. 2B |
| 1:35-1:50 | QT w/ Per. 3 | 11:00-11:35 | Lunch |
| 1:50-3:35 | Period 3 | 11:40-12:10 | Per. 3A |
| | | 12:15-12:45 | Per. 3B |

# Appendix IV:
# Sample of the Charter School Academic Calendar

# OLLIN FAMILY CALENDAR, SY 2018-19

## Jul-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 2-6: Summer School<br>4: INDEPENDENCE DAY/NO SCHOOL |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |

## Aug-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13: 1st Day/Students Return; Semester 1 Begins |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 22: Back-to-School, 4-6pm |
| 26 | 27 | 28 | 29 | 30 | 31 | | 29: SSC Parent Meeting 5pm |

## Sep-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3: LABOR DAY/NO SCHOOL |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 26: SSC Parent Meeting 5pm |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## Oct-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT; 1-4: MIDTERMS |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8-12: FALL BREAK |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 16: Students Return; 19: Quarter 1 ends |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22: Quarter 2 Begins |
| 28 | 29 | 30 | 31 | | | | 24: SSC Meeting 5pm |

## Nov-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12: VETERAN's DAY OBS/NO SCHOOL |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19-23: THANKSGIVING BREAK |
| 25 | 26 | 27 | 28 | 29 | 30 | | 28: SSC Meeting 5pm |

## Dec-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10-13: EXHIBITIONS/MIN DAYS; 14:S1 ENDS |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12: SSC Family Appreciation Night 5pm |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 17-21: WINTER BREAK |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 24-28: WINTER BREAK |
| 30 | 31 | | | | | | 31: WINTER BREAK |

## Jan-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1-4: WINTER BREAK |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 8: Students Return; Semester 2 Begins |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 21: MLK JR. DAY/NO SCHOOL |
| 27 | 28 | 29 | 30 | 31 | | | 30: SSC Parent Meeting 5pm |

## Feb-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18: PRES' DAY/NO SCHOOL |
| 24 | 25 | 26 | 27 | 28 | | | 25-1: SLCs; 26-28: MIDTERMS 27: SSC Parent Meeting 5pm |

## Mar-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 25: Quarter 4 Begins |
| 31 | | | | | | | 27: SSC Meeting 5pm |

## Apr-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 15-19: SPRING BREAK |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 23: Students Return 24: SSC Meeting 5 |
| 28 | 29 | 30 | | | | | 29-3: SBAC |

## May-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | | 29-3: SBAC |
| | | | 1 | 2 | 3 | 4 | 6-10: AP EXAMS & SBAC |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 13-17: AP EXAMS & SBAC |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 20-24: SBAC |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 27: MEMORIAL DIAY/No School |
| 26 | 27 | 28 | 29 | 30 | 31 | | 29: SSC Family Appreciation Night 5pm |

## Jun-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3-6: EXHIBITIONS; 3-12: MIN DAYS |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12: LAST DAY of SCHOOL |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

# Appendix V:
# The Charter School's Assessment Calendar

# Aspire Los Angeles Secondary (9 - 12) 2018-2019 Assessment Calendar 5/10/18

| Week | ELA | Math | State Assessments | BA | CV | LA |
|---|---|---|---|---|---|---|
| July 30 - Aug 3 | Welcome Back! | | | | 8/1 | |
| Aug 6 - 10 | **BOY Literacy Screener (Required)**<br>**Grades: 9 - 12**<br>**STAR** - 25 min x class - Screener<br>Sample Items - 2-Page Overview - Analysis Plan - DFA | | | 8/6 | 2 | |
| Aug 13 - 17 | | | **Initial ELPAC**<br>**Grades: 9-12**<br>ELPAC - appro. 60 min x student for those who have never taken ELPAC before- Diagnostic Assessment - Resources - Sample Tests | 2 | 3 | 8/13 |
| Aug 20 - 24 | | | | 3 | 4 | 2 |
| Aug 27 -Aug 31 | | | | 4 | 5 | 3 |
| Sept 3 - 7 | | | | 5 | 6 | 4 |
| Sept 10 - 14 | | | | 6 | 7 | 5 |
| Sept 17 - 21 | | | | 7 | 8 | 6 |
| Sept 24 - 28 | | | | 8 | 9 | 7 |
| Oct 1 - 5 | **ACT Administration**<br>**Grade 11 Required (Seniors Optional): Official ACT (All subjects) - 240 min x class - Summative - DFA**<br>**Initial Test: 10/2/18**<br>**Makeup Test: 10/16/18** | | | 9 | 10 | 8 |
| Oct 8 - 12 | | | | 8 - 12 Fall Break | | |
| Oct 15 - 19 | | | | 10 | 11 | 9 |
| Oct 22 - 26 | | | | 11 | 12 | 10 |
| Oct 29 - Nov 2 | | | | 12 | 13 | 11 |
| Nov 5 - 9 | | | | 13 | 14 | 12 |
| Nov 12 - 16 | | | | 14 | 15 | 13 |
| Nov 19 - 23 | | | | 19-23 | 21-23 | |
| Nov 26 - Nov 30 | . | | | 15 | 17 | 15 |
| Dec 3 - Dec 7 | | **Winter Math Interims**<br>**Grade: 9 Required , 10th Optional**<br>Integrated Interims I and II (Approx ?? min) - Primary Purpose Instructional Assessment - 2-Page Overview - Analysis Plan - DFA<br><br>**Grade 11**<br>SBAC ICA - 180 min x class - Primary Purpose Instructional Assessment - 2-Page Overview - Analysis Plan - DFA | | 16 | 18 | 16 |
| Dec 10 - 14 | | | | 17 | 19 | 17 |
| Dec 17 - 21 | | | | 18 | 20 | **LA** 12/17 - 1/4 |
| Dec 24 - 28 | | | | **BA** 12/24 - 1/4 | **CV** 12/21 - 1/4 | |
| Dec 31 - 4 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Jan 7 - 11 | | | | | 19 | 21 | 18 |
| Jan 14 - 18 | | | | | 20 | 22 | 19 |
| Jan 21 - 25 | | | | | 21 | 23 | 20 |
| Jan 28 - Feb 1 | **Spring ELA Interims**<br>**Grade 11**<br>SBAC ICA - 180 min x class - Primary Purposes Predictive/Instructional Assessment - 2 page overview - Analysis Plan - DFA | | | | 22 | 24 | 21 |
| Feb 4 - 8 | | | **Summative ELPAC**<br>**Grades: 6-12**<br>ELPAC - 15 min x student + 155 per class Diagnostic Assessment - 2-Page Overview - Resources - Sample Tests | | 23 | 25 | 22 |
| Feb 11 - 15 | | | | | 24 | 26 | 23 |
| Feb 18 - 22 | | | | | 25 | 27 | 24 |
| Feb 25 - Mar 1 | | | | | 26 | 28 | 25 |
| Mar 4 - 8 | | | | | 27 | 29 | 26 |
| Mar 11 - 15 | | | | | 28 | 11-22 | 27 |
| Mar 18 - 22 | | | | | 29 | | 28 |
| Mar 25 - 29 | | | | **Physical Fitness**<br>**Grade 9**<br>PFT - 90 min x class - Evaluative - DFA | 30 | 30 | 29 |
| Apr 1 - 5 | **ACT Administration**<br>**Grades: 9 & 10**<br>**Grades 9 & 10 REQUIRED: Practice ACT - 170 min x class + breaks - Predictive - DFA**<br>**Grade 11: Official ACT - 240 min x class - Summative - DFA**<br>**Initial Test: 4/2/19**<br>**Makeup Test: 4/24/19** | | | | 1-12 | 31 | 30 |
| Apr 8 - 12 | | | | | | 32 | 31 |
| Apr 15 - 19 | | | | | 31 | 33 | 15-19 |
| Apr 22 - 26 | | | | | 32 | 34 | 32 |
| Apr 29 - May 3 | | **SBAC (CAASPP)**<br>**Grade 11 - Evaluative**<br>SBAC ELA & Math - 11 hours - Summative<br>Sample Assessment Items - Resources<br>**CAST**<br>**One High School Grade - Evaluative**<br>high school grade (approx. 180 min x class)<br>Sample Assessment Items - Resources | | | 33 | 35 | 33 |
| May 6 - 10 | | | | | 34 | 36 | 34 |
| May 13 - 17 | **EOY Literacy Growth (Required)**<br>**Grades: 9-12**<br>**STAR** - 25 min x class - Progress Monitor Sample Items - 2-Page Overview - Analysis Plan - DFA | | | | 35 | 37 | 35 |
| May 20 - 24 | | | | | 36 | 38 | 36 |
| May 27 - May 31 | | | | | 37 | 39 | 37 |
| Jun 3 - 7 | | | | | 38 | 6/7 | 38 |
| Jun 10 - 14 | | **School's Out for Summer** | | | 6/14 | | 6/12 |

**18-19 Secondary Assessment Overview (STILL IN DEVELOPMENT)***

| **Assessment** (Grades) | **Type** | **Purpose** | **Timing** | **Description** |
|---|---|---|---|---|
| STAR Ren Reading (6 - 12) | *Formative/ Summative* | *Instructional / Predictive* | Fall & EOY Required **Recommended at least 4x for progress monitoring** | *STAR Ren will provide an empirical measure of students reading level. In the fall it will be a diagnostic measure that can be used for RTI services as well as an instructional measure for differentiation and acceleration. STAR Ren will be used for progress monitoring in the fall and winter and to measure reading growth at the end of the year. This will be administered online via the STAR Ren portal.* |
| English Language Proficiency Assessments for CA (ELPAC) (6 - 12 ELs) | *Formative Summative* | *Diagnostic* | ELPAC Spring | *The ELPAC should given in the fall to potential ELs who have not take the CELDT or ELPAC in the past to determine their English Fluency status (i.e. IFEP or EL). It is given to all English Learners in the spring (Summative Test) primarily to determine English fluency but it should also be used to diagnose English skill challenges.* |
| ACT District Testing (11) | *Formative Summative* | *Instructional Summative* | 11th Fall and Spring | *All Aspire 11th graders will take the ACT through the District testing program at their school sites. Students can choose which scores get sent to colleges so this could be used as their final score, or be used as practice to identify areas of improvement for when they take it again in the fall of their senior year.* |
| ACT Practice Tests (9 -10) | *Formative* | *Instructional /Predictive* | 9th and 10th Fall & Spring | *The ACT Practice tests will identify ACT subtest area strengths and challenges as well as a prediction of ACT score ranges. Students/teachers will be able to use the data to identify content areas to emphasize moving forward.* |
| Optional SBAC ELA Performance Task (6-8 and 11) | *Formative* | *Instructional* | Winter | *Created by SBAC, the ELA PT will increase our understanding of what is expected on the PT as well as give students the opportunity to practice before the SBAC summative test in the spring. The ELA PT provides key information on our students' writing skills based on the SBAC rubrics. The ELA PT is currently planned to be administered online in Illuminate.* |
| SBAC ELA/Math Interim, Comprehensive Assessments (6–8 & 11) | *Formative* | *Instructional / Predictive* | *Winter* | *These are SBAC created interims designed based on the same blueprint specifications as the summative tests. They will provide target and standard level strengths and skill gaps, an opportunity for students to practice for SBAC, and predictions of students' SBAC performance. The ICAs are currently planned to be administered online in Illuminate.* |
| SBAC ELA and Math (6 – 8 & 11) | Summative | Summative | Spring | SBAC is designed to assess students' mastery of the Common Core standards. It consists of the Computer Adaptive Test and Performance Task in ELA and Math. Given online in the CAASPP system. |
| CA Science Test (8th & a HS grade) | Summative | Summative | Spring | The CAST will be count in 18-19 and will be used to test students' mastery of CA's Next Generation Science Standards. Given online through the CAASPP system. |
| Physical Fitness Test ( 9) | Fitness | Summative | Spring | The PFT measures students' level of physical fitness. |
| *Optional: ELA SBAC Interim Assessment Blocks (9 & 10)* | *Formative* | *Instructional* | *After Instruction is Covered in Class* | *Designed to rigorously assess key content areas based on high school standards, regions can choose to administer the 9-10 Literary and Informational IABs in ELA. These will be available to administer online in Illuminate.* |

# Appendix VI:
# Aspire Public Schools' English Language Master Plan

# Aspire Public Schools

## *English Learner Master Plan*

*2018-2019*



Updated: 8/6/2018

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**ENGLISH LEARNERS MASTER PLAN**

## Introduction

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

**Our mission is to open and operate small, high-quality charter schools in low income neighborhoods, in order to: share successful practices with other forward-thinking educators, increase the academic performance of underserved students, develop effective educators and catalyze change in public schools.**

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

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

We believe that language is the vehicle for understanding academic content and essential for all students to meet their highest potential. Access to language and literature widens perspectives, illuminates the human experience, and deepens understandings of self and others (Framework, 2015). Language proficiency enables our students to prepare for college and career goals. However, we

recognize that ELs bear the additional curricular burden of learning language and content and require additional support in both explicit language instruction and content.

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

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

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

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

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

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

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

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

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

### *GLOSSARY OF TERMS*

The following are operational definitions from CDE that help teachers, parents and administrators understand the policies and instructional guidelines:

***CALPADS:*** California Longitudinal Pupil Achievement Data System is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

***TOMS:*** Test Operations Management System is a secure Web site that permits local educational agency (LEA) CAASPP (California Assessment of Student Performance and Progress ) coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment. Starting with the 18-19 SY, TOMS will will be used for ELPAC testing as well.

***English Language Proficiency Assessments of California (ELPAC):*** The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

***Initial Assessment:*** Initial identification of students as English learners

***Summative Assessment:*** An annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

***Initial Fluent English Proficient (IFEP):*** Student demonstrates proficiency from the ELPAC initial assessment.

***English Learner (EL):*** A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment (ELPAC) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs

***English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"):*** An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9,

inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA

***English Only (EO):*** A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.

***"Ever-EL":*** A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

***Initial Fluent English Proficient (IFEP):*** A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the California English Language Development Test (CELDT)) and from additional information when appropriate, is determined to be proficient in English.

***Long-Term English Learner (LTEL):*** An English learner (EL) student to which all of the following apply:

(1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and
(2) has been enrolled in a U.S. school for six or more years; and
(3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and
(4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1

***Reclassified Fluent English Proficient (RFEP):*** A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English.

***To Be Determined (TBD):*** A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

### *Home Language Survey*

The School administers the home language survey (HLS) upon a student's initial enrollment into the School. The HLS is embedded within Aspire enrollment forms. Students in the country less than twelve months are given the state's Designated Primary Language Test, the Initial ELPAC, 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)?

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

- English Only (EO) if the answers all of the four questions on the HLS are "English." The student will be categorized as English Only.

or

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

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

### *Transfers*

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

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

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

**Transfers from out-of-country schools and out-of-state schools.** Students enrolling at an Aspire school from outside of California or outside of the country will go through the initial identification and

assessment process. Student will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

### *Assessment - Initial ELPAC*

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

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

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, 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 if the student enrolls mid-year.

- Students are given the the Initial ELPAC within 30 days of initial enrollment[1]
- the initial ELPAC is locally scored by the school site
- Based on the student's overall performance on the initial ELPAC, they may be classified as
    - An English Learner (EL) and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP).
    - Initially Fluent English Proficient (IFEP)

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

### *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.

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

The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.[2] The Appendix includes descriptions for each ELPAC level and Framework Level.

| EMERGING | EXPANDING | | BRIDGING |
|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 |

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

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

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

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge. [3]

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The

[2] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
[3] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level. However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

### *Students with Disabilities*

Students with disabilities will take the Initial and Summative ELPAC tests and have access to the universal tools, designated supports, accommodations, updated annually by the California Department of Education (CDE).[4]

### *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 and to guide instructional programming. Assessment, whether formal or informal, in a student's primary language can indicate a student's content knowledge, high order thinking and can serve to demonstrate a student's assets coming into the classroom.

### *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

[4] https://www.cde.ca.gov/ta/tg/ai/elpacmatrix4.asp

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

### *Parental Exception Waivers*

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

The school grants the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason is documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the 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), Next Generation Science Standards (NGSS) and access to college and career readiness. 2012 ELD standards were written to correspond to the Common Core ELA standards, and highlight and amplify the critical knowledge about language and skills required to reach the rigor of the new CCSS standards. A major difference from the previous State ELD standards, is that the new 2012 Framework requires fewer, clearer and higher targets for EL students.

ELs deserve engaging, meaningful and relevant, and intellectually rich and challenging learning activities across curriculum and throughout the day. These learning experiences must be appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds content knowledge and academic, values and builds on primary language and culture and other forms of primary knowledge.[5]

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

As such, 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.

[5] ELD Framework for California Public Schools, (2014)

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:[6]

- 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.

Aspire schools provide a general education 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.[7]

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. [8] Further, EL instruction

[6] Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

[7] Improving Education for English Learners: Research-based Approaches (CDE, 2010)

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

should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.[9]

The tenets of a high quality program include these guiding principles[10]

- 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 be credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a ***Designated ELD*** program. At Aspire, 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 general education 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.

[9] Noguera, P. (2012) taken from https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELLs%20V2.pdf

[10] Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

### *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-5th Grade.** In Transitional Kindergarten (TK) 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. In Los Angeles, the EL Achieve® is utilized during this time and focuses on structured student talk, giving language learners opportunities to build speaking and listening abilities in the English language.

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

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

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

At minimum, students at all ELD levels are 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 – 12th grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. In Designated ELD the focus is the ELD standards. However, in Integrated ELD, the curricular focus is the CCSS or NGSS standards. As outlined by the State, Key components of Integrated ELD include:

"effective instructional experiences for ELs throughout the day and across disciplines, are interactive and engaging, meaningful and relevant and intellectually rich and challenging, are appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge."[11]

Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject-specifics. [12] To supplant the curriculum with language instruction, educators integrate research-based strategies[13] 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

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[11] ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

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

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

- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

***English Language Arts***

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts[14] 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

[14] 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)

meaning and interaction first and the focus on knowledge about the English language and how it works afterward.

This meaning making takes place during Student Debrief, Closing, or Problem Solving. Mathematical vocabulary is taught within the context and not in isolation. Finally, the software used in our blended learning program (i.e., Dreambox, 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 methodas 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,[15] 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)*

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

[15] https://achieve.lausd.net/Page/11671#spn-content

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

***Social Studies***

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

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

### *Long Term English Learners (LTELs)*

The state defines Long Term English Learners (LTEL)s as students who have been in school in the US longer than five years (i.e., in the sixth year of schooling) and have not met the criteria for reclassification. Many LTEL students have strong social language, 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. [16] 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.

[16] 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

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| EO | | | 100 | 0 | 15 | | | | 4 | | 3 | | | 1306 | 1327 | 1334 | 1317 | | | | | | |
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| 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[17]. Aspire schools implement the following for newcomer students:

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

### *Progress Monitoring*

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

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

[17] *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 |
| 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 | | | | |

### *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 Criteria | '18-'19 Aspire Policy |
|---|---|
| **Assessment of English Language Proficiency** | **Using ELPAC:**<br>1. Overall score of Level 3 (or higher)<br>2. Oral Language score and Written Language score of Level 3 (or higher) |
| **Teacher Evaluation** | Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance |

| | |
|---|---|
| **Parent Opinion and Consultation** | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified |
| **Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.** | Scored at or above on one of the following academic indicators (see table here for academic indicator cut points by grade):<br><br>1. Nearly Met level (Level 2) or higher on the ELA SBAC.<br>2. Nearly Met level (Level 2) or higher on the ELA ICA<br>3. One level below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).<br>4. Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1 |

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

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

### *Reclassifying English Learners with Disabilities*

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

| State Criteria | '18-'19 Aspire Policy |
|---|---|
| **Assessment of English Language Proficiency (ELPAC Test Results)** | The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.<br><br>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability) |
| **Teacher Evaluation** | Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance |
| **Parent Opinion and Consultation** | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified |
| **Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.** | The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.<br><br>1. Nearly Met level (Level 2) or higher on the ELA SBAC.<br>2. Nearly Met level (Level 2) or higher on the ELA ICA<br>3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).<br>4. STAR Ren level at the average of an English Only student with a similar disability, see table<br>5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III) |

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

***For Students with Disabilities on Alternate Curriculum***

| State Criteria | '17-'18 and '18-'19 Aspire Policy (no change) |
|---|---|
| **Assessment of English Language Proficiency** | VCCALPS assessment with a score of 49 or above |
| **Teacher Evaluation** | Education Specialist agrees the student should be reclassified based on evidence of academic performance |
| **Parent Opinion and Consultation** | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified |
| **Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.** | The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.<br><br>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT) |

### *Instructional Program for ELs with Disabilities*

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

The IEP team 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.

CAASSP accommodations, designated supports and universal supports are provided to EL students in their 11th grade year to meet the Level 3 score on SBAC. [18]

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.

Some secondary school sites have opted into the State Seal of Biliteracy program[19] that honors those students who graduate from high school mastering listening, speaking, reading and writing in English and one other language. If a student meets the State criteria, the state affords the student a special seal to be affixed on the high school diploma. For those students who were ELs, this program celebrates the students' mastery of their home language and acquisition and mastery of English as well, as biliteracy is a compentence that will enhance college and career opportunities.

[18] Taken from URL: https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf

[19] https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

## Section 3: Program Monitoring, Evaluation and Professional Development

### *Monitoring and Evaluation of Program Effectiveness*

This section focuses on the ways that Aspire will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that effective instructional programs are implemented, however the goals outlined below also engage community stakeholders, home office support staff and front office staff. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars.

This section also outlines the system-wide accountability procedures that will ensure Aspire EL programs are effective in meeting the needs of our EL population.

### *EL Program Goals & Measures*

Aspire Public Schools will monitor the following goals to ensure implementation of EL programs and student progress.

**Goal 1.** Implement the Aspire Public Schools EL Master Plan fully and consistently across all Aspire sites in California.

**Goal 2.** Establish and conduct ELAC meetings at all Aspire sites that require an ELAC, per State law.

**Goal 3.** Establish a DELAC and hold DELAC meetings to gather feedback and input on the EL programs and processes from a variety of stakeholders including parents, students, administrators, teachers and home office staff.

**Goal 4.** Establish clear processes and associated training for front office staff in ascertaining accurate demographic data on incoming students.

**Goal 5.** Implement designated and integrated ELD instructional programs, as outlined in this Master Plan, across all California Aspire sites.

**Goal 6.** Create and maintain data systems to track academic growth of EL students. Use data systems to monitor academic progress of ELs and reclassified students.

These goals will be revisited annually to evaluate the progress of Master Plan implementation and to assess the effectiveness of instructional programs and supports.

### *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[20], 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.

[20] https://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations

## Section 4: Family Engagement

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

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

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

**Authentic Voice & Leadership**: Families work together with schools to authentically help inform policy and decision making. Schools invite families to participate in activities as equal partners to help shape school vision, student culture and strengthen student learning.

**Empowered Student Success**: Families are acknowledged as their student's first teacher and empowered to support student growth. Schools work with families to inform, encourage and support learning at home and in school, to make college for certain.

**Equity Centered Dialogue**: Families help identify, discuss, and address equity issues impacting students, schools, and their surrounding community. Schools provide families with opportunities that help students receive what he/she needs to succeed.

We know that families of ELs seek opportunities to ask questions, learn about instructional programming and be thoughtful decision-makers in their student's lives. We believe that in making our systems know-able, linguistically appropriate and culturally relevant, in effort to familiarize families with structures that may seem unfamiliar. To this ends, several processes enable active participation for families of El students.

### *Communication with Parents*

Required written parent notifications include the following:

- Initial Identification
- Program Options
- Program Placement
- Progress expectations at each grade level
- Annual ELPAC data
- Reclassification criteria
- Graduation requirements

### *Translation and Interpreters*

Communication with all parents of ELs in their primary language is essential to upholding our standards of parent engagement. In addition, per State law, if 15% of the student population or more speak a single primary language other than English, all notices and records sent to the parent must be in the primary language (EC 48985a). This includes written parent communication such as progress reports, IEPs, discipline notices, school board meeting agendas and notices. Oral interpretation will be provided to families so that they can meaningfully access important information for the schools. School sites have processes for offering oral interpretation to site-based activities. Regional and Home office staff will ensure that oral translation is provided for regional events.

### *ELAC*

In accordance with State law EC 35147, any school that has 20 or more ELs must have an English Learner Advisory Council (ELAC) to produce recommendations regarding EL programs and services. The ELAC reviews programs, procedures and budgetary components of a school site's EL plan. At least 50% of the committee should be comprised of parents of ELs. Parents that are employees of the school may not sit on the ELAC. The ELAC is responsible for advising the principal on programs and services for ELs, advises on the School Site Council (SSC) on development of the LEAP, LCAP and budget, assists with a school needs assessment and builds parent awareness. The responsibilities of the ELAC are:

- Advise, review, and comment on the development of the school's program for English Learners at the school site, including expenditures of Title III funds
- Assist in the development of Needs Assessment Document for English Learners, resulting in a written plan that accesses their needs
- Assist in the development of the Annul Language Census Form
- Promote among parents the importance of student regular attendance to school.

Elected ELAC officers include a president, vice-president and secretary. The Executive ELAC team is elected at the start of each school year and votes are collected from EL parents. Meeting calendars should include allotted times to discuss the responsibilities named above.

Other topics may include: reclassification criteria, uniform complaint procedures, parent waiver information, ELPAC and ELPAC results, the school improvement plan.

Schools are encouraged to hold ELAC meetings at times that are beneficial to parents and provide childcare.

### *DELAC*

Each California public school district with more than 50 ELs and at least 15% ELs must form a District English Language Advisory Committee (DELAC) unless a subcommittee such as an ELAC is already in place (EC 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a). For schools with an ELAC, they may elect a representative to participate in the district-wide DELAC. The DELAC must be comprised of a majority (51% or more) parents. Other members of the DELAC can include teachers, school admins and home office staff.

The major responsibilities of DELAC include:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.

2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Section 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

### *Creation of the EL Master Plan*

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

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

Feedback was reviewed and, where appropriate, incorporated into the draft.

## APPENDIX A: GUIDING TEXTS AND RESOURCES

### *References*

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California English Language Development standards: ELD Standards

California English Language Framework content and Pedagogy: CA ELD Framework

## APPENDIX B: RECOMMENDED PROGRAMS & RESOURCES

### *Professional Development*

Quality Teaching of English Learners, West Ed

Opal Institute, Loyola Marymount University

LA Office of Education Multilingual Academic Support (MAS) Unit

Alameda County Office of Education EL Department

Stockton USD Language Development Office

### *Instructional Program*

English 3D

EL Achieve

### *Family Engagement*

Aspire ELAC Manual (includes fillable templates)

Latino Family Literacy Project

## APPENDIX C: PARENT LETTERS

ASPIRE PUBLIC SCHOOLS

# 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<br>Test:<br>Date Administered: |
|---|---|---|
| Listening | | |
| Speaking | | |
| Reading | | |
| Writing | | |
| **Overall** | | |

Based on results of the English language proficiency assessment, your child has been identified:
☐ **English learner (EL)**
☐ **Initial Fluent English Proficient (IFEP)**

Check if applicable: ☐ **Individualized Education Program (IEP) on file**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

### Reclassification (Exit) Criteria

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

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

| | |
|---|---|
| | **Optional:** Other district criteria |

## Language Acquisition Programs

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

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

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

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

Sincerely,

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

ASPIRE PUBLIC SCHOOLS

# 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<br>Test:<br>Date Administered:<br>**(Optional)** |
|---|---|---|
| Listening | | |
| Speaking | | |
| Reading | | |
| Writing | | |
| **Overall** | | |

Check if applicable: ☐**Individualized Education Program (IEP) on file**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

### Reclassification (Exit) Criteria

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

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

### Academic Achievement Results

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

**Language Acquisition Programs**

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

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

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

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

Sincerely,

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

## APPENDIX D: PERFORMANCE LEVEL DESCRIPTORS

1. ELPAC

| Level | Description |
|---|---|
| 4 | English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards). |
| 3 | English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards. |
| 2 | English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards. |
| 1 | English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards. |

2. 2012 California Framework Levels of English Proficiency Descriptors

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

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

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

## APPENDIX E: INSTRUCTIONAL TOOLS

Secondary ELD Lesson Template

Designated ELD

| Course: Academic Literacy 3 | Text: Ready for Marcos | Text Level: Bridging | | |
|---|---|---|---|---|
| Specific Student Considerations (IEP, 504, SST, etc): | | | | |
| **Monday:** | **Tuesday:** | **Wednesday:** | **Thursday:** | **Friday:** |
| **ELD Objective:**<br><br>**SWBAT:** make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)<br><br>**SWBAT:** identify pronouns within the text and connect pronouns to specific nouns to deepen comprehension of the text (PII 7.2a) | **ELD Objective:**<br><br>**SWBAT:** make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)<br><br>**SWBAT:** define story elements (exposition, key events, and resolution) and identify each element using details from *Ready for Marcos* (PII7.1) | **ELD Objective:**<br><br>**SWBAT:** use affixes to determine the meaning of specific vocabulary words (PI 7.1c)<br><br>**SWBAT:** participate in a small group discussion and express an opinion about the main character (PI7.1, PI 7.11b) | **ELD Objective:**<br><br>**SWBAT:** define specific story elements (character, plot, conflict, static character, dynamic character, dialogue) (PII 7.1)<br><br>**SWBAT:** re-read the specific text and identify examples of each story element and discuss how those specific elements affect the overall development of the story (PII 7.1, PI 7.6a) | **ELD Objective:**<br><br>**SWBAT:** Define synonym and find examples of related synonyms using *Ready for Marcos* (PII 7.2a)<br><br>**SWBAT:** Write a response paragraph using pronouns and synonyms to create cohesion within written text (PI 7.10a) |
| **Vocabulary Instruction:**<br><br>Make predictions and use context clues to determine the meaning of: vivacious, covertly, replica, subtle | **Vocabulary Instruction:**<br><br>Make predictions and use context clues to determine the meaning of: gazed, surging, remarkable | **Vocabulary Instruction:**<br><br>Define common affixes (chart) and have students determine part of speech and meaning using affix of word in context: walked, quickly, unkind, listening, restart | **Vocabulary Instruction:**<br><br>Define story elements (character, plot, conflict, static character, dynamic character, dialogue) and create a visual representation for each word. | **Vocabulary Instruction:**<br><br>Define the word synonym and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading. |
| **Instructional Sequence:**<br><br>1. First Read: teacher reads aloud<br>2. Instruction: text cohesion through the use of pronouns (what are pronouns: make a list) | **Instructional Sequence:**<br><br>1. define story elements (exposition, key events, resolution)<br>2. Model finding exposition<br>3. students read independently to find key events and resolution | **Instructional Sequence:**<br><br>1. Provide and define modal verbs (ex: possibly/likely, could/would/should)<br>2. Question: Is it right for Monica to have more responsibilities | **Instructional Sequence:**<br><br>1. Re-read the text and find specific examples of each story element<br>2. Discussion question: how does the combination of each element | **Instructional Sequence:**<br><br>1. Model personal writing about making a tough decision in life<br>2. Students write answer to: Narrate a time you had to make a difficult |

| | | | | |
|---|---|---|---|---|
| 3. Re-read for pronouns and attach to nouns to deepen comprehension | | 3. Partner/small group debate and use academic vocabulary and evidence from the text. | create an interesting story?<br>3. What would happen if Marcos was a dynamic character as well? How would that affect the story? | decision. What was the outcome? Use pronouns and synonyms to create cohesion<br>3. Students write short response5 |

Secondary ELD Lesson Template

Designated ELD

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

inspire grapple discover **innovate** create **love** thrive ASPIRE PUBLIC SCHOOLS **LA**

## ELL Planning for Secondary 17-18

| Name of Course | Language Level | Time | Curriculum | Lesson Planning | Monitoring Look Fors: |
|---|---|---|---|---|---|
| Academic Literacy 1 | Newcomers<br>CELDT Levels 1 – 2<br><br>**often includes SPED on diploma track* | 1 period / day | Grade level text with supports (Ex: Study Sync – Use "Bridging" text) | • Can use site template<br>• MUST have ELD objective tied to ELD standards<br>• MUST have explicit vocabulary instruction<br>• MUST explicitly model language skill related to ELD objective | • Grade level text tied to core curriculum<br>• ELD objective based on ELD standards<br>• Language skills<br>• Vocabulary instruction<br>• Lesson Plans with ELD objective<br>• Collection of formative data<br>• Use of reading data (STAR or DRA) to adjust groupings |
| Academic Literacy 2 | CELDT 3<br>Domain score in Listening & Speaking ranging 1-3 | 1 period / day | Grade level text with supports (Ex: Study Sync – Use "Bridging" text)<br><br>Focus on oral language production & listening | • ELD standards focused on collaborative, productive standards<br>• MUST have ELD objective tied to ELD standards<br>• MUST have explicit vocabulary instruction<br>• MUST explicitly model language skill related to ELD objective | |
| Academic Literacy 3 | CELDT 3: Domains Listening & Speaking range 4-5 | 1 period / day | Grade level text (Ex: Study Sync – use Expanding Text)<br><br>Focus on writing skills | • ELD standards, focus on reading & writing<br>• MUST have ELD objective tied to ELD standards<br>• MUST have explicit vocabulary instruction | |



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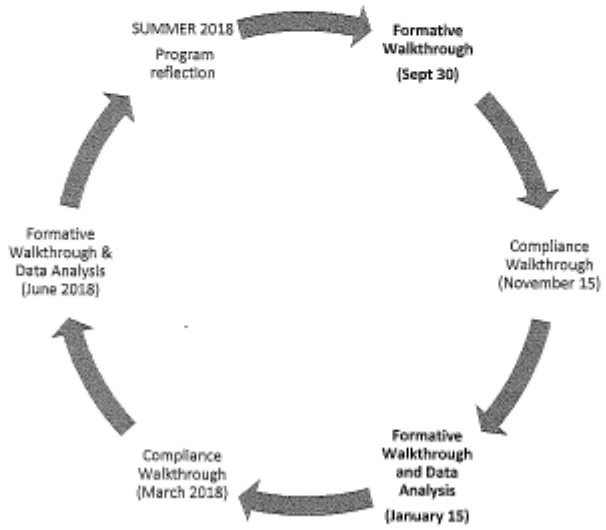
| | | | | | |
|---|---|---|---|---|---|
| | | | | • MUST include written language | |
| Integrated ELD | CELDT 4 & 5 | All CORE classes | Focus on reading skills, vocabulary acquisition, Bricks & morter tied to content area curriculum<br>Grade level text | • MUST have ELD objectives tied to ELD standards within lesson<br>• Apply "Bricks & Mortar" supports taken from EL Achieve | • Review data on EL groups in COIs & Aspire assessments<br>• Artifacts of scaffolding (from EL Achieve) |

**Monitoring Plan**

## Monitoring Plan for Designated EL rollout 17-18



# Appendix VII:
# Aspire Public Schools' 504 Procedures

# Part I: Quick and Basic 504 Process Procedures

## Pre-Meeting Process Steps (Before <u>any</u> meeting takes place)

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

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

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

## 504 Accommodation Plan Process Steps (done at least annually)

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

## Discipline Steps for Students with 504s

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

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

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# Section 504 Process and Procedure Guide: Introduction

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

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

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

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

## Part I: Basic 504 Process Procedures

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

## Part II: Detailed 504 Process Procedures

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

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


| | |
|---|---|
| Pages 1-3, 7 | **Pre - 504 Meeting Process Steps** |
| Pages 4-6 | **504 Eligibility Determination Meeting Process Steps** |
| Pages 8-10 | **504 Accommodation Plan Process Steps** |

# Part I: Quick and Basic 504 Process Procedures

## Pre-Meeting Process Steps (Before <u>any</u> meeting takes place)

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

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

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

## 504 Accommodation Plan Process Steps (done at least annually)

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

## Discipline Steps for Students with 504s

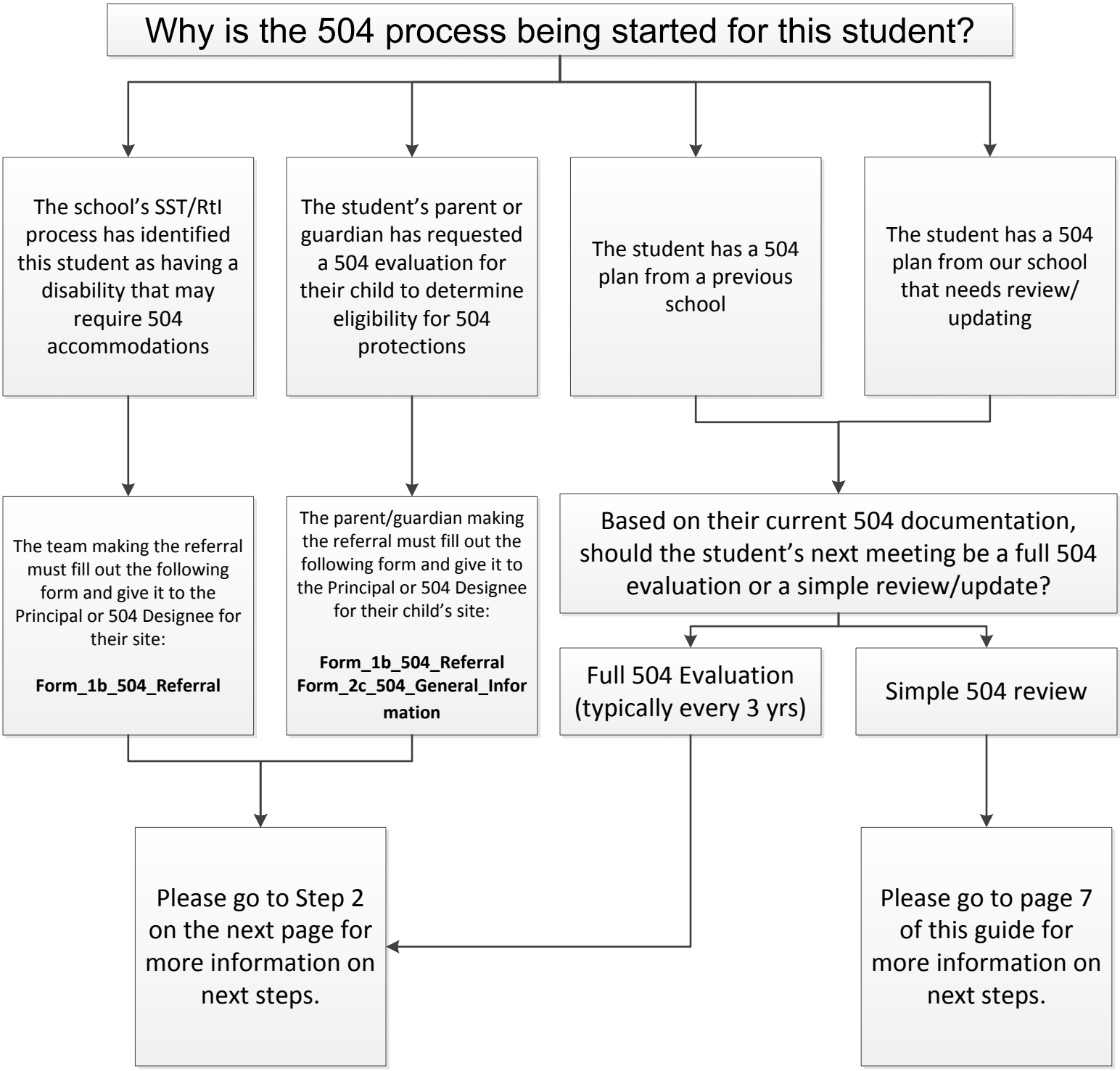
1) Student with 504 referred for discipline
2) Determine if Manifestation Determination documentation necessary
3) Determine if behavior part of/because of the student's qualifying disability
4) Review 504 Plan for student
5) Gather data on repeat behaviors
6) Determine if behavior is result of 504 not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

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

# Pre - 504 Meeting Process Steps

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

## Step 1: 504 Referral



# Part II: Detailed 504 Process Procedures



## Step 2: Determine Evaluation Evidence Needed

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

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

## Step 3: Parent Permission for Evaluation

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

**Form_2a_504_Parent_Permission**
**Form_2c_504_General_Information**
**Form_2d_504_Release_of_Information**

Parent/Guardian returns forms with permission to evaluate

Parent/Guardian returns forms, but does not give permission to evaluate

Parent/Guardian does not return forms

## Step 4: Meeting Scheduling and Parent Invitation

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

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

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

**Form_4_504_Parent_Invite**

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

Send the following form to the parents:

**Form_2e_504_Parent_Permission_Refusal**

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

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

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

Document attempts to contact parents.

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

**Form_2e_504_Parent_Permission_Refusal**

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

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

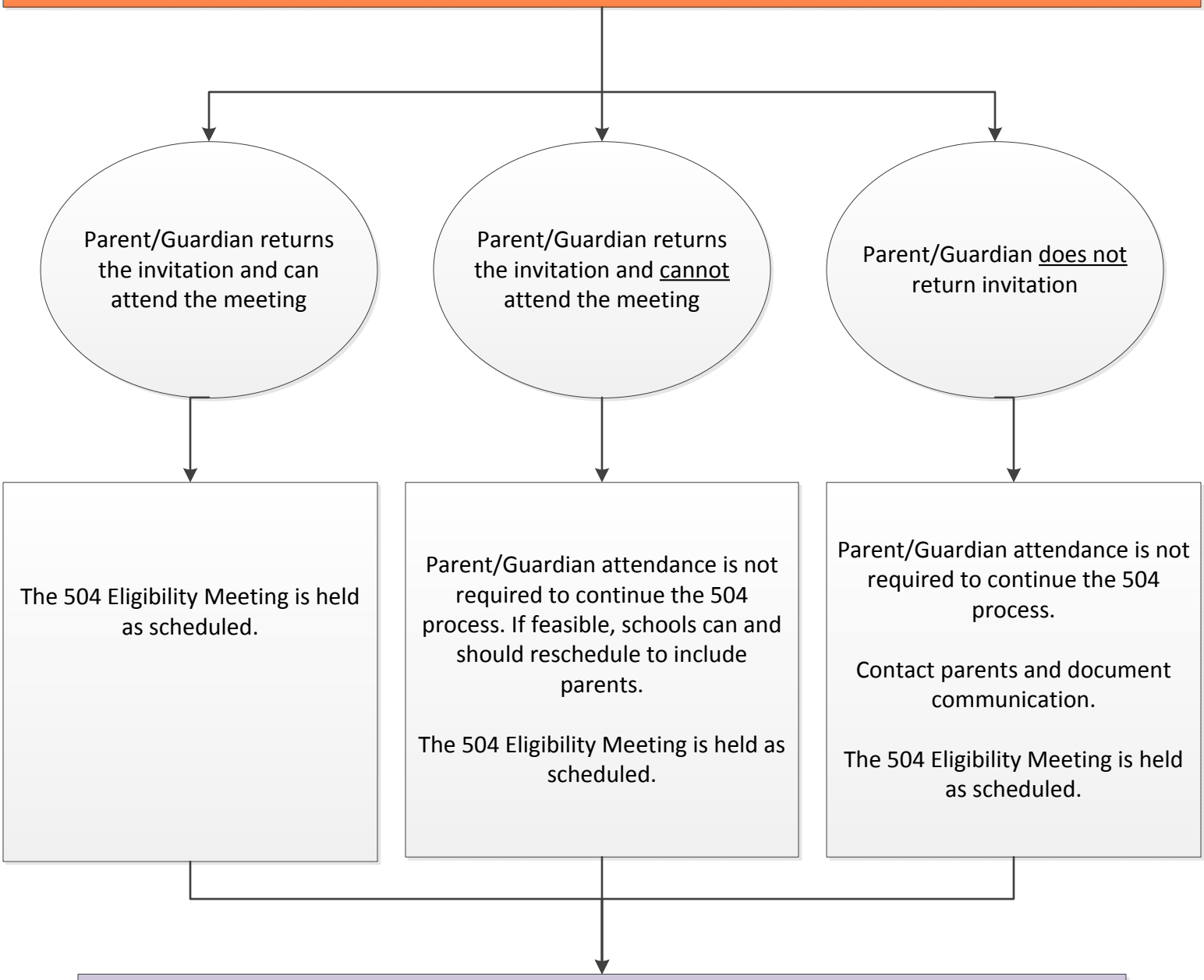
**Continue to page 3 for next steps.**

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

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

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

## Step 6: Final Scheduling the Meeting




**Go to Page 4 for 504 Eligibility Determination Meeting Process**

# 504 Eligibility Determination Meeting Process Steps

**The Basics of 504 Eligibility Determinations:**

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

1) The student has a diagnosed disability

**AND**

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

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

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

**Form_5a_504_Eligibility_Determination_form**

**Step 1: Fill Out Necessary Identifying Information**

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

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

**Initial Evaluation**

The student has never had a 504 or was exited from a previous 504.

**Review Evaluation**

The student has a 504, but is being evaluated to see if they still qualify. This should be done at least every 3 years.

**Removal/Dismissal Evaluation**

It is believed the student may no longer qualify for a 504.

**Step 3: Due Process Rights**

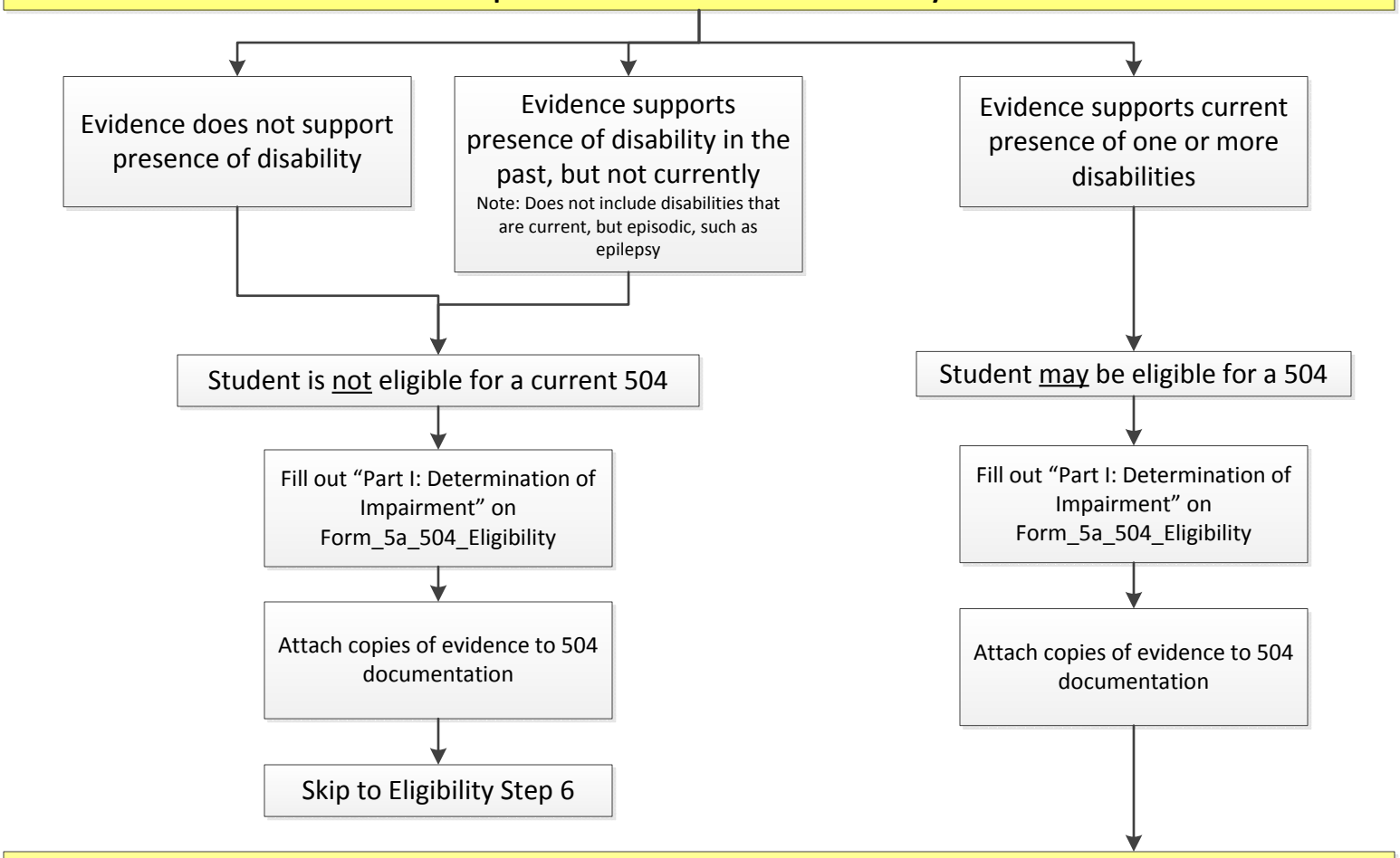
Give Parents a Copy of their Due Process Rights

This form prints out at the end of Form_5a_504_Eligibility document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

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

**Continue to page 5**

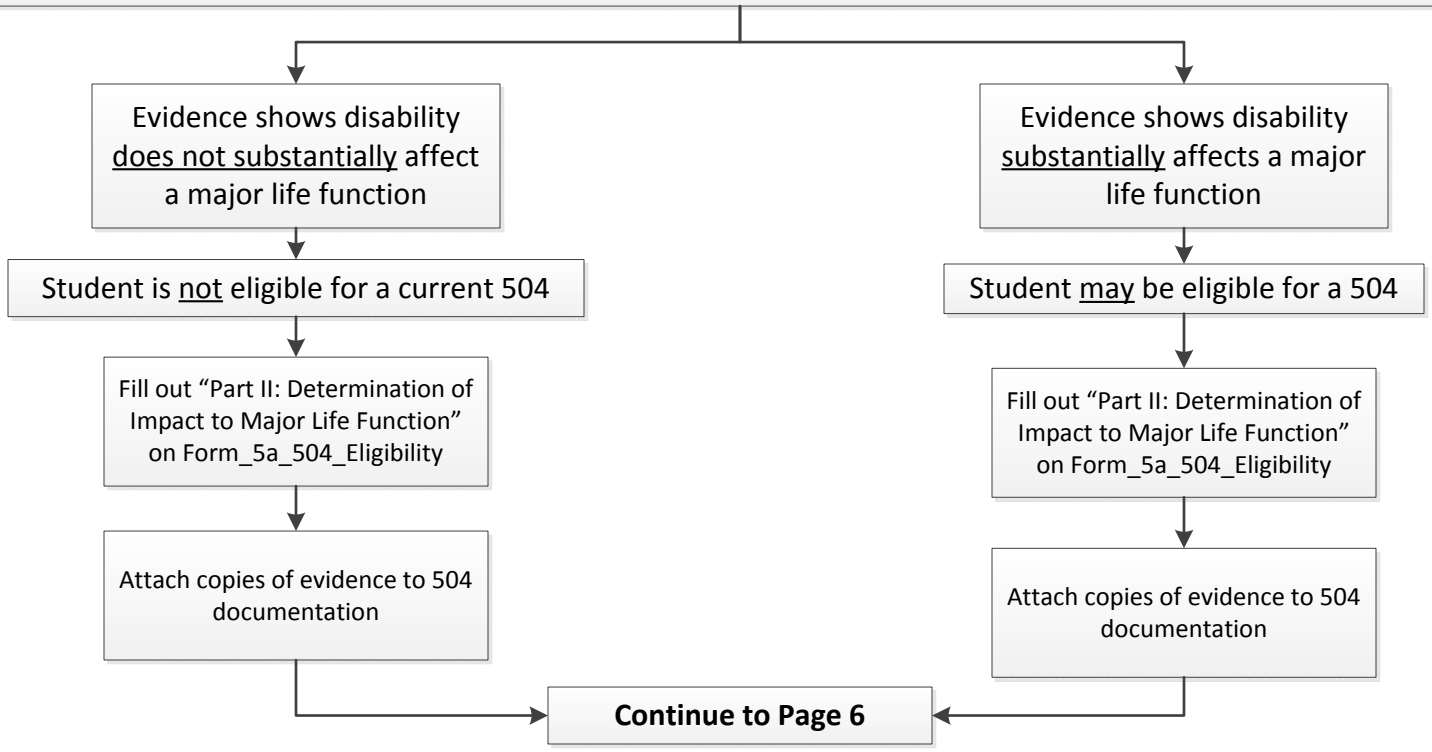
## Step 4: Review the Evidence of Disability




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

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

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



## Step 6: 504 Eligibility Decision

The 504 Team determines that the student meets both eligibility criteria and therefore is eligible for 504 protections and a 504 plan. **Check the appropriate box.**

The 504 Team determines that the student does not meet **both** eligibility criteria and therefore is not eligible for 504 protections and a 504 plan. **Check the appropriate box.**

Parents agree with the 504 Team's decision

Parents disagree with the 504 Team's decision

Parents disagree with the 504 Team's decision

Parents agree with the 504 Team's decision

Continue to accommodate for student utilizing normal school-based accommodations

**Refer the parent to the Director of Student Services immediately**

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

## Step 7: Signatures and Documentation

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

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

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

# 504 Accommodation Plan Review Process Steps

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

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

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

**Form_4_504_Parent_Invite**

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

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

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

## Pre-504 Meeting Step 6: Final Scheduling the Meeting

Parent/Guardian returns the invitation and can attend the meeting

The 504 Plan Review Meeting is held as scheduled.

Parent/Guardian returns the invitation and cannot attend the meeting

Parent/Guardian attendance is not required to continue the 504 process. If feasible, schools can and should reschedule to include parents.

The 504 Plan Review Meeting is held as scheduled.

Parent/Guardian does not return invitation

Parent/Guardian attendance is not required to continue the 504 process.

Contact parents and document communication.

The 504 Plan Review Meeting is held as scheduled.

Go to Page 8 for 504 Accommodation Plan Process Steps

# 504 Accommodation Plan Process Steps

**The Basics of 504 Accommodation Plans:**

1) Accommodations should be specific to the identified student and his/her disability(ies)

2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)

3) Accommodations must alleviate barriers to student access of education

4) Accommodations are not required to address specific academic achievement

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

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

**Form_5b_504_Plan**

## Step 1: Fill Out Necessary Identifying Information

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

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

**Initial Plan**

The student was just found eligible for a 504 and needs an accommodation plan created

**Review Plan**

The student has a plan, but the plan needs to be reviewed
(Should occur at least 1x per year)

## Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights

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

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

**Continue to page 9**

## Step 4: Data/Information Reviewed

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

## Step 5: Writing the Plan

**The Basics of 504 Accommodation Plans:**

1) Accommodations should be specific to the identified student and his/her disability(ies) and based on data

2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)

3) Accommodations must alleviate barriers to student access of education

4) Accommodations are not required to address specific academic achievement

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

Parents agree with the 504 accommodation plan as written

Parents disagree with the 504 accommodation plan as written

Continue to accommodate for student utilizing normal school-based accommodations

**Refer the parent to the Director of Student Services immediately**

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

## Step 5: Signatures

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

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

**Continue to page 10**

## Step 6: Plan Implementation

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

1) Holding a team meeting to inform all necessary staff of their role in implementation and giving them a copy of the 504 accommodation plan only

2) Training staff on necessary accommodations that require it (ex: how to use an epi-pen or necessary procedures if a student has a seizure)

3) Provide teachers and staff with necessary resources to create/maintain accommodations (ex: if teacher needs to wear an FM transmitter for a student with limited hearing, providing the equipment to the teacher).

## Step 7: Progress Monitoring/Review

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

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

**Pre-504 Meeting Step 1: 504 Referral**

**Pick the following choice**

# Appendix VIII:
# Proof of LEA SELPA Membership

Agreement Number: 2644

(Addendum number: 1)

# STANDARD AGREEMENT OR MEMORANDUM OF UNDERSTANDING

**SECTION I:** To be completed by Program

**Program:** El Dorado Charter SELPA

**Program Director Name:** David M. Toston **Signature:**

***If expenses exceed $5,000: Deputy/Associate Superintendent:*** _____ *authorizes contract*

***Signature:*** _____ ***Date:*** April 2, 2018

**Description of Services:** Participation Agreement for Membership in The El Dorado Charter SELPA

**Dates of Service:** Start: _____ End: _____ This is an ***ongoing*** agreement, starting April 2, 2018

**Vendor Information:** Formerly ASPIRE centennial College Prep Academy

Vendor: Aspire Ollin University Preparatory Academy

Address: 1001 22nd Avenue, Suite 100
Oakland, CA 94606

Vendor Contact: Carolyn Hack

Phone: 916-979-1788

E-mail: carolyn.hack@aspirepublicschools.org

**Contract Elements – Contract Language and Exhibits:**

*Language Required in All Agreements:*

1. Clear definition of services to be provided ✔
2. Beginning and ending dates of service (*not to exceed single fiscal year, if possible*) ✔
3. Amount of charge for agreement:
   a. Total amount $ _____
   b. Terms of payment and when payments are to be made

*Additional Contract Language for Most Agreements:*

1. Independent Contractor ____
2. Mutual Indemnity/Insurance ____
   a. Certificate of Insurance required

*Separate Exhibits for Vendors Working with/around Students:*

1. Background Check/Fingerprinting
2. Mandated Reporter ____
3. TB Clearance ____

**Additional Information:**

1. Secure Program Authorizations prior to each payment? Yes No
2. If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note instructions: _____

| Designated Program Accountant: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | FD | RS | PY | OB | GO | FC | L1 | L2 | Dollar Amount |
| If expense agreement Charge to: | | | | | | | | | $ _____ |
| If expense agreement Charge to: | | | | | | | | | $ _____ |
| If expense agreement Charge to: | | | | | | | | | $ _____ |
| If revenue agreement Income to: | | | | | | | | | $ _____ |
| If revenue agreement Income to: | | | | | | | | | $ _____ |
| | | | | | | | | Income Total | |
| | | | | | | | | Expense Total | |

Non-Financial

**SECTION II:** To be completed by Accountant

1. Verify that Section I elements are included in agreement ✓
2. Audit account codes ✓
3. Verify budget NA
4. County Office Transfer? No ✓ Yes ____ ***If Yes, skip to Section III below.***
5. Complete instruction to Accounts Payable/Accounts Receivable

**Accounts Payable**

Payment Due Date(s): [ ] Monthly [ ] Quarterly [ ] Semi-Annually [ ] Annually [ ] Other

Payment Terms: NA

Secure Program Authorizations prior to each payment? Yes ____ No ____

**Accounts Receivable**

Accounts Receivable to invoice? Yes ____ No ____

Invoice Terms: NA

**Signature:** [signature] **Date:** 5-18-18

**SECTION III:** To be completed by Director of Internal Business

**Signature:** [signature] **Date:** 5/25/18

**SECTION IV:** To be completed by Legal *if applicable*

1. Review ____
2. Revise as necessary ____
3. Sign/Approve as to form ____
4. Forward to Business Services ____

**Signature:** ____ **Date:** ____

**SECTION V:** To be completed by Business Services Program Assistant

| | | | |
|---|---|---|---|
| Vendor W-9: | Requested ____ | Received ____ | N/A ____ |
| Vendor Certificate of Insurance: | Requested ____ | Received ____ | N/A ____ |
| EDCOE Certificate of Insurance: | Requested ____ | Received ____ | N/A ____ |
| Vendor Mandated Reporter Certificate(s): | Requested ____ | Received ____ | N/A ____ |
| Vendor Background Check: | Requested ____ | Received ____ | N/A ____ |
| Vendor TB Clearance: | Requested ____ | Received ____ | N/A ____ |

Fully executed agreement received:

- Scan final copy for storage in database, email as appropriate.
- File original agreement in master standard agreement file/binder.

**Routing Dates:**

To Deputy Supt (if applicable): NA

To Accounting: 4/20/18

To Director-Internal: 5/18/18

To ~~Deputy~~ Supt.: 5/25/18

To Vendor: 5/30/18

Distributed: 5/30/18

Copy for Admin: ✓

Revised 12-2015

## Nisa N. Lyons

**From:** Nisa N. Lyons
**Sent:** Wednesday, May 30, 2018 11:33 AM
**To:** 'carolyn.hack@aspirepublicschools.org'
**Subject:** Agreements for Participation - El Dorado COE
**Attachments:** 2684.01 - Aspire Golden State College Prep.pdf; 2681.01 - Aspire Vanguard College Prep.pdf; 2644.01 - Aspire Ollin University Prep.pdf; 2637.01 - Aspire APEX Academy.pdf; 2593.01 - Aspire Alex. Twilight College Prep.pdf

Good morning,

Attached for your records are fully executed copies of your updated Charter SELPA Participation Agreements with the El Dorado County Office of Education.

If you have any questions, please contact me at 530-295-2325.

Thank you,
*Nisa Lyons*
Program Assistant
Business Services
El Dorado County Office of Education

2644.01

# AGREEMENT FOR PARTICIPATION
# EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and Aspire Ollin University Preparatory Academy ("LEA"),a California public charter school, collectively referred to as the "Parties."

**RECITALS**

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.
NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

## 1. SHARED COMMITMENTS

1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.

1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. LEA shall not engage in any

activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.

1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.

1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.

1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.

1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.

1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.

1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.

1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

## 2. LEA RESPONSIBILITIES

2.1 Programs and Services. The LEA is solely and exclusive responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:

2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.

2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.

2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.

2.1.4. Develop and implement program objectives and the evaluation of the program effectiveness.

2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations and the provisions of the Local Plan.

2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.

2.1.7. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria.

2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.

2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.

2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.

2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan.

2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.

2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.

2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their

LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.

2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.

2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.

2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.

3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.

3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.

3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.

3.1.5. Coordinate state Quality Assurance Process.

3.1.6. Provide alternative dispute resolution supports and services.

3.1.7. Develop interagency referral and placement procedures.

3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.

3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.

3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:

1. Evidenced Based Practices;
2. Program Development and Improvement;
3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

3.2. Governance. Organize and maintain the governance structure of the Local Plan including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.

3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.

3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.

3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.

3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

## 4. EDCOE DUTIES AND RESPONSIBILITIES

4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.

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

## 5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:

5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and

5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.

5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and

5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.

5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:

5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or

5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

## 6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

## 7. MUTUAL REPRESENTATIONS

7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.

7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.

7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.

7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

2644.01

8. **RESERVATION OF RIGHTS**

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

**This agreement is entered into for the 2018-19 year and, absent a new agreement or termination, continues each year thereafter.**

**Executed on this** 8th **day of** February**, 20**18**.**

**In accordance with SELPA policy,** Aspire Ollin University Preparatory Academy
**[INSERT** Charter LEA Name]
**certifies that this agreement has been approved by the appropriate local board(s).**

**LEA**

2/8/18
Date

Signature of CEO of Charter LEA

Carolyn Hack, CEO
**[PRINT CEO Name, Title]**

**EL DORADO COUNTY OFFICE OF EDUCATION**

5/25/18
Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

4-5-18
Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education

# Appendix IX:
# Aspire Public Schools' Board of Directors Biographies

**Jonathan Garfinkel, Board Chair, TPG Capital**

Jonathan Garfinkel is a Partner of TPG, a global alternative asset investment firm. At TPG, he focuses on corporate development, compensation and human resources, having spent the majority of his career working on private equity transactions. He is a member of the Advisory Council of the Stanford Graduate School of Education, and has been actively involved in the LEAD Commission on digital learning. He holds a BA in Economics, an MBA and an M.Ed., all from Stanford University.

**Jim Boyd, Executive Director, Pyramid Peak Foundation**

From his work as a church leader to non-profit president to running a charitable foundation, Jim Boyd's career has been marked by his spirit of service. Since October 2011, he's been Executive Director of the Pyramid Peak Foundation in Memphis, focusing on public education and the challenges facing women. Jim studied political science at Vanderbilt University, attended Episcopal seminary in Washington, DC and was ordained in 1977. Prior to his work at The Pyramid Peak Foundation, Jim established urban ministries in Memphis, led churches in Fayetteville, NC and Salem, OR, and served as president of BRIDGES, a Memphis youth leadership organization.

**Warren Felson, Private Investor**

Warren Felson has been managing family investments since 2000. He lived in London from 1986 to 2009 where he was President of the commodity trading firm Gerald Metals, S.A., Managing Director of Drexel Burnham Lambert Ltd and ran a quantitative equity hedge fund. Prior to moving to London he was President of Metal Traders Inc. in New York. Mr. Felson was Chairman of the Governors and Financial Governor of Chelsea Community Hospital School, London, where he was also a volunteer teacher from 2003-2008. He has a Bachelor of Metallurgical Engineering from McGill University, Montreal, and an MBA with Distinction from Harvard Business School.

**Nisa Frank, Lower School Division Head, Hamlin School**

Nisa Frank is the Lower School Division Head at the Hamlin School, a K-8 girls school in San Francisco. In her current role, she is responsible for the growth, safety, and support of various constituencies, as well as programmatic growth in all-academic and social emotional curriculum. Over the past 15 years, she has spent most of her career in education in New York City where she has been an educator, director of admission, assistant head of preschool and lower school, faculty board member at the Town School in NYC, an active member of various committees dedicated to equity, and remains truly passionate about her role in ensuring that excellence in education is accessible to all. Nisa is is a Bay Area native and was born and raised in Berkeley, CA and currently resides in Oakland. She holds a BS in Child and Adolescent Development from San Francisco State University, a MS Ed in Early Childhood Education from Bank Street College of Education, and an MS Ed in Private School Leadership from Columbia University, Teachers College.

**Kay Hong, CEO, Torrid LLC**

Kay Hong is the Chief Executive Officer of Torrid, a leading women's apparel retailer selling stylish apparel, intimates, accessories and footwear for curvy women sizes 10-30. Prior to Torrid, Kay served as Managing Director with Alvarez & Marsal, a global advisory firm, where she was a member of its

Executive Committee. At Alvarez & Marsal, Kay specialized in providing C-level interim management for retail companies in distress as well as leading performance improvement initiatives for financially healthy companies. She holds a BS from Stanford University and an MBA from Harvard Business School. She lives in the Los Angeles area.

**Leslie Parker Hume, Historian**

Leslie P. Hume is an active community volunteer in the San Francisco Bay Area, with a particular focus on education and the arts. For the past twenty years much of Leslie's volunteer service has been centered on Stanford University. She has served on a number of advisory councils; been active in the university's fundraising campaigns; and recently completed eleven years of service as a trustee of Stanford, chairing the board from 2008-2012. She currently co-chairs the Stanford Live Advisory Council and is a member of the Arts Advisory Council. Leslie also volunteers for Radcliffe College and is on the Dean's Advisory Council for the Radcliffe Institute. Previously, she served as either a member or chair of the board of the San Francisco Foundation, the Bay Area Discovery Museum, the Breakthrough Collaborative, and the San Francisco Day School. She earned her bachelor's degree from Radcliffe College in 1969, and a doctorate in history from Stanford University in 1979. Leslie is married to George H. Hume, the President and CEO of Basic American Foods. They have a son, Parker Hume, and a daughter, Lilah Hume.

**Beth Hunkapiller, Educator & Administrator**

Beth Hunkapiller is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA. Mrs. Hunkapiller is a 19-year member of the Board of Education of the San Carlos School District Board of Trustees. She is also a founder of the San Carols Charter Learning Center, the first school to receive a charter in California. She graduated from Oklahoma Baptist University with degrees in English and political science and received her masters from the University of Southern California.

**Joaquin Torres, Deputy Director at the San Francisco Office of Economic and Workforce Development**

Joaquin Torres is the Deputy Director at the San Francisco Office of Economic and Workforce Development where he leads Mayor Lee's Invest In Neighborhoods Initiative leveraging city resources across city departments to maximize positive economic and social impact in our neighborhoods. He is the President of the San Francisco Housing Authority Commission overseeing the historic rehabilitation re-envisioning of public housing. Joaquín also serves on the board of SPUR and the Board of Trustees for A.C.T. (American Conservatory Theatre). Prior to these appointments, Joaquin served as Director of the Mayor's Office of Neighborhood Services (MONS) under Mayor Edwin M. Lee. Under former Mayor Gavin Newsom, Joaquin served as the Liaison to the Latino and American Indian communities and to districts nine and eleven. Joaquin is a graduate of Stanford University and New York University's Tisch School of the Arts. He lives in the Outer Mission.

# Appendix X:
# Aspire Public Schools' Proof of Tax-Exempt Status

**Internal Revenue Service**

**Date:** January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
426 17TH ST # 200
OAKLAND CA 94612-2820

**Department of the Treasury**
**P. O. Box 2508**
**Cincinnati, OH 45201**

**Person to Contact:**
Ms. Lumpkins # 31-08344
Customer Service Representative
**Toll Free Telephone Number:**
877-829-5500
**Federal Identification Number:**
94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Janna K. Skufca

Janna K. Skufca, Director, TE/GE
Customer Account Services

# Appendix XI:
# Aspire Public Schools' Articles of Incorporation, Bylaws, and Conflict of Interest Code

2158316

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAR 19 1999

BILL JONES, SECRETARY OF STATE

# ARTICLES OF INCORPORATION
# OF
# UNIVERSITY PUBLIC SCHOOLS

## A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is University Public Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to manage, guide, direct and promote University Public Schools, charter public schools that provide quality education to California youth in pre-K, primary, and secondary grades.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is:

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

| Name | Address |
| --- | --- |
| Don Shalvey | 131 Kelton Avenue,<br>San Carlos, CA 94070 |
| Reed Hastings | 604 Lighthouse Avenue<br>Santa Cruz, CA 95060 |
| Bill Jackson | 965 Mission Street, Suite 650<br>San Francisco, CA 94103 |

SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 12/21/98

Don Shalvey, Director

Reed Hastings, Director

Bill Jackson, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Date: 12/21/98

Don Shalvey, Director

Reed Hastings, Director

Bill Jackson, Director

OFFICE OF THE SECRETARY OF STATE

A0551748

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

SEP 8 2000

BILL JONES, Secretary of State

# CERTIFICATE OF AMENDMENT TO

# ARTICLES OF INCORPORATION OF

# UNIVERSITY PUBLIC SCHOOLS
## A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this Corporation is Aspire Public Schools."

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on July 1, 2000.

Don Shalvey

Don Shalvey
Chief Executive Officer

Sayed Darwish
Secretary

A0604947

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

NOV 03 2003

KEVIN SHELLEY
Secretary of State

# CERTIFICATE OF AMENDMENT TO

# ARTICLES OF INCORPORATION OF

# ASPIRE PUBLIC SCHOOLS
## A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Aspire Public Schools, a California Public Benefit Corporation.

2. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

   "The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

   "If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party."

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on May 15, 2003.

Don Shalvey
Chief Executive Officer

Gloria Lee
Secretary

OFFICE OF THE SECRETARY OF STATE

# AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

## ARTICLE 1: OFFICES

### Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

### Section 1.2 Other Offices

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

## ARTICLE 2: OBJECTIVES AND PURPOSES

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

## ARTICLE 3: DEDICATION OF ASSETS

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

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

## ARTICLE 4: NO MEMBERS

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

## ARTICLE 5: DIRECTORS

### Section 5.1 Powers

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

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

(i) 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 30th 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 depositors as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## ARTICLE 10: RECORDS AND REPORTS

### Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

### Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

### Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

(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.

Emmile Brack

By: Emmile Brack
Its: Corporate Secretary

CONFLICT OF INTEREST CODE FOR THE

**ASPIRE PUBLIC SCHOOLS**

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

**Members of the Board and the Chief Executive Officer** must file their statements of economic interests electronically with the **Fair Political Practices Commission**. All other individuals holding designated positions must file their statements with **Aspire.** All statements must be made available for public inspection and reproduction under Government Code Section 81008.

CONFLICT OF INTEREST CODE FOR THE

**ASPIRE PUBLIC SCHOOLS**

**APPENDIX A**

**DESIGNATED POSITIONS**

| **Designated Positions** | **Disclosure Categories** |
|---|---|
| Members of the Governing Board | 1, 2 |
| Chief Executive Officer | 1, 2 |
| Chief Operating Officer | 1, 2 |
| General Counsel | 1, 2 |
| Chief of Staff | 1, 2 |
| Chief People Officer | 2 |
| Chief Schools Officer | 1, 2 |
| Chief Academic Officer | 2 |
| Area Superintendent | 1, 3 |
| Associate Superintendent | 3 |
| Director of Finance | 2 |
| Director of Facilities | 1, 2 |
| Vice President – People | 2 |
| Vice President – Education | 2 |
| Vice President – Advancement | 2 |
| Director of Employee Relations | 3 |
| Director of Technology Operations | 3 |
| Senior Director Data & Systems | 2 |
| Director of Operations | 1, 2 |
| Senior Director of Special Education | 3 |
| Director of Student Services | 3 |
| Financial Analyst | 2 |
| Finance Manager | 3 |
| Principals | 3 |
| Consultants/New Positions | * |

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure requirements in this conflict of interest code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant/new position, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

CONFLICT OF INTEREST CODE FOR THE

**ASPIRE PUBLIC SCHOOLS**

The following positions are NOT covered by the code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

- Chief Financial Officer
- Controller

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

CONFLICT OF INTEREST CODE FOR THE

**ASPIRE PUBLIC SCHOOLS**

**APPENDIX B**

**DISCLOSURE CATEGORIES**

**Category 1:** Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction or located within two miles of an existing school.

**Category 2:** Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by Aspire Public Schools.

**Category 3:** Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by the designated position's department. For the purposes of this category, the term department refers to the specific area of responsibility for the following positions: Area Superintendent, Associate Superintendent, Director of Employee Relations, Director of Technology Operations, Senior Director of Special Education, Director of Student Services and Finance Manager. For the purposes of this category, a Principal's department is his or her entire school.

# Appendix XII:
# Aspire Public Schools' Uniform Complaint Procedures

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

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

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

Uniform Complaint Officer
c/o Regional Manager of Student Services
Insert Regional Office Address here
Insert Regional Office Phone and Fax Number here

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

[1] A pupil fee includes, but is not limited to, all of the following:

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

[2] A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## ASSURANCES

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

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

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

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

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

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

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

## INITIATION OF COMPLAINT

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

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

## INVESTIGATION OF COMPLAINT

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

## RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the

complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

## MEDIATION

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

## CIVIL LAW REMEDIES

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

ASPIRE PUBLIC SCHOOLS
College for Certain

## UNIFORM COMPLAINT PROCEDURES FORM

Last Name_____ First Name_____
Student Name (if applicable)_____ Grade____
Address_____ Apt. #_____
City_____ State_____ Zip Code_____
Home Phone_____ Cell Phone_____ Work Phone_____
Email Address_____

Date of Alleged Violation_____ School/Office of Alleged Violation _____

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

☐Child Nutrition ☐ Consolidated Categorical Aid ☐ Special Education
☐ Foster/Homeless ☐ Pupil Fees for Educational Activities ☐ After School Education/Safety
☐ School Safety Plans ☐ Local Control Accountability Plan ☐ Physical Education Minutes
☐ No Child Left Behind ☐ Every Student Succeeds Act ☐ 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

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Have you attempted to discuss your complaint with any Aspire Public Schools personnel? If so, with whom and what was the result?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes___ No___

Signature _____

Date _____

Mail, email or deliver your complaint/documents to your regional office:

Uniform Complaint Officer
c/o Regional Manager of Student Services
Insert Regional Office Address here
Insert Regional Office Phone and Fax Number here

# Appendix XIII:
# Aspire Public Schools' Discrimination and Harassment Policy

# Appendix XIII:

# Discrimination and Harassment Policy

# Discrimination/Harassment Policy

Aspire Public Schools ("Aspire") shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire's programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

The Board of Directors (the "Board") shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion, An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Complaint Procedure."

Aspire's "Discrimination/Harassment Policy" and the "Discrimination/Harassment Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.

# Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

**How to File a Complaint**
Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

**Procedures**

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
   - The student who is complaining
   - The person accused
   - Anyone who saw the incident or conduct take place
   - Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
   - The Chief Executive Officer or designee
   - The parent/guardian of the student who complained
   - The parent/guardian of the person accused of the discrimination or harassing conduct
   - The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- Child protective agencies responsible for investigating child abuse reports
- Legal counsel for Aspire

4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. In reaching a decision about the complaint, the principal or designee may take into account:
   - Statements made by the persons identified above
   - The details and consistency of each person's account
   - Evidence of how the complaining student reacted to the incident
   - Evidence of past instances of discrimination or harassment by the accused person
   - Evidence of past complaints

6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
   - How the misconduct affected one or more students' education
   - The type, frequency, and duration of the misconduct
   - The number of persons involved
   - The age and sex of the person accused of harassment
   - The subject(s) of harassment
   - The place and situation where the incident occurred
   - Other incidents at the school, including incidents of discrimination/harassment

7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.

8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.

9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

# Appendix XIV:
# The Charter School's Principal Biography

Aspire Ollin

School Leader Bio:

Joel Ramirez is in first year as Principal of Aspire Ollin University Preparatory Academy and his eleventh year in secondary education. Prior to becoming principal, he was the assistant principal of Aspire Ollin for six years, dean of students for one year, and a teacher. He has also taught at Fontana Middle School and Duarte High School. Joel holds a BA in History, a MA in secondary curriculum and instruction, and a preliminary administrative leadership credential. He will also earn a MA in Educational Leadership with the completion of comps.

Joel passion for serving the Aspire Ollin community comes from his belief that quality education is a civil rights issue. As a first generation high school and college graduate, he struggled with navigating the education system. He has found motivation in creating a school community that can improve schooling experiences for all students. He is grounded in equity practices and seeks to promote a school community in which all students get not only what they need but what they deserve.

# Appendix XV:
# Aspire Public Schools Student Leadership Framework

# Aspire Student Learning Framework (SY 2018-19)

*A tool to support student learning and educator development at Aspire Public Schools*

## What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (ASLF) was created to support student learning and educator development at Aspire. Adapted from TNTP's CORE Teaching Rubric, the ASLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

## What are the key components of the rubric?

- The rubric includes five discrete **domains**: Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching
- **Essential questions** that are the core questions to answer about the particular domain. In an effective teacher's classroom, the answer to each essential question is "yes."
- **Descriptor language** in each domain is used to differentiate five levels of performance. Descriptors focus on observable student actions and responses.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

## How was the rubric developed?

- After reviewing several research-based rubrics from high-performing CMOs, districts, and other sources, TNTP's Core Teaching Rubric was selected as a foundation for the Aspire Student Learning Framework based on its focus on observable student academic behaviors, alignment with Common Core and other rigorous content standards, and alignment with Hammond's Ready for Rigor Framework.
- A guiding team of regional Aspire leaders and an advisory team of teachers and administrators provided input on TNTP's original rubric and crafted the Culturally Responsive Teaching domain to align with Aspire values and instructional priorities.
- In this version of the rubric, descriptor language and core teaching skills have been coded to illustrate alignment between the rubric and culturally responsive teaching practices.

## How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's *Ready for Rigor Framework* as a guide to highlight alignment with the rubric domains. Elements of the rubric that directly align with the Ready for Rigor Framework are tagged according to the key at the bottom of each page.

### What are the general performance descriptor percentages?

Aspire educators have calibrated on the following suggested percentages related to common descriptor language in the domains - *"Does not" = 1-24%, "Some" = 25-59%, "Most" = 60-84%, "All/Almost all" = 85-100%.* While these percentages are intended to offer general guidance to educators regarding equitable application of the rubric, they are not "set in stone" - observers are encouraged to use appropriate discretion in applying the framework language to serve both students and teachers.

# CULTURE OF LEARNING *Are all students engaged in the work of the lesson from start to finish?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|---|---|---|---|
| Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.<br><br>Very few or no students follow behavioral expectations and/or directions<br><br>Students do not execute transitions, routines and procedures in an orderly manner. (CL)<br><br>Students are left without work to do for a significant portion of the class period. (CL) | Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.<br><br>Some students follow behavioral expectations and/or directions<br><br>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. (CL)<br><br>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. (CL) | Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.<br><br>Most students follow behavioral expectations and/or directions<br><br>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. (CL)<br><br>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. (CL) | All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.<br><br>All or almost all students follow behavioral expectations and/or directions.<br><br>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. (CL)<br><br>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. (CL) | All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:<br><br>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. (CL)<br><br>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. (CL) |

**<u>Core Teacher Skills: Culture of Learning</u>**

**Maintaining High Behavior Expectations**

- Providing specific, concrete, sequential, and observable directions for behavior and academics
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Using voice and presence to maintain authority and convey caring for students (LP)
- Investing time in knowing individual students and in forming relationships to best support their learning (LP)
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students

**Maximizing Instructional Time**

- Using efficient techniques for starting and ending lessons
- Using efficient routines and procedures
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson

# ESSENTIAL CONTENT *Are all students working with content aligned to the appropriate standards for their subject and grade?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|---|---|---|---|
| The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.<br><br>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.<br><br>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text). | The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.<br><br>Only some activities students engage in are aligned to the stated or implied learning goal(s).<br><br>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text). | The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.<br><br>Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).<br><br>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text). | The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.<br><br>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.<br><br>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text). | All descriptors for Proficient are met, and the following evidence is demonstrated:<br><br>Students make connections between what they are learning and other content across disciplines.<br><br>Students independently connect lesson content to real-world situations. |

**<u>Core Teacher Skills: Essential Content</u>**
**Planning and Delivering Lessons Effectively**

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Teacher delivers lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings

***Note to observers**: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.*

# ACADEMIC OWNERSHIP *Are all students responsible for doing the thinking in this classroom?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|---|---|---|---|
| Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. (IP)<br><br>Very few or no students provide meaningful oral or written evidence to support their thinking.<br><br>Students respond negatively to their peers' thinking, ideas, or answers.<br><br>No students or very few students try hard to complete challenging academic work or answer questions. | Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. (IP)<br><br>Some students provide meaningful oral or written evidence to support their thinking.<br><br>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.<br><br>Some students try hard to complete challenging academic work and answer questions. | Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own. (IP)<br><br>Most students provide meaningful oral or written evidence to support their thinking.<br><br>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.<br><br>Most students try hard to complete academic work and answer questions, even if the work is challenging. | All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. (IP)<br><br>All or almost all students provide meaningful oral or written evidence to support their thinking.<br><br>Students respond to and build on their peers' thinking, ideas or answers.<br><br>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.<br><br>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging. | All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:<br><br>Students synthesize diverse perspectives or points of view during the lesson.<br><br>Students independently show enthusiasm and interest in taking on advanced or more challenging content. |

**<u>Core Teacher Skills: Academic Ownership</u>**
**Maintaining High Academic Expectations**

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language

**Building Thinking Skills**

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills

# DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|---|---|---|---|
| Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.<br><br>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. (A)<br><br>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.<br><br>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals. | Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.<br><br>Students have few opportunities to express learning through academic writing and/or explanations using academic language. (A)<br><br>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.<br><br>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals. | Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.<br><br>Students have some opportunities to express learning through academic writing and/or explanations using academic language. (A)<br><br>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.<br><br>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals. | Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.<br><br>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. (A)<br><br>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. (A)<br><br>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals. | All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:<br><br>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. (A)<br><br>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.(A)<br><br>Students monitor their own progress, identify their own errors and seek additional opportunities for practice. (A) |

**<u>Core Teacher Skills: Demonstration of Learning</u>**

**Leading Instruction**

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

**Checking for Understanding of Content**

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards

**Responding to Student Misunderstanding**

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

***Note to observers**: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling*

# Culturally Responsive Teaching *Are all students and their communities valued for their individual and collective strengths?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|---|---|---|---|
| Class does not exhibit a familial warmth and no evidence exists of intentional and culturally relevant social-emotional learning.<br><br>Students get little or no opportunity to feel their identity, experience, and culture is valued by the teacher and it is not reflected in the learning environment.<br><br>Little or no explicit focus on building rapport or trust, emotional support is limited, and instructional scaffolding is ineffective. (LP) | Class somewhat exhibits a familial warmth and some evidence exists of intentional and culturally relevant social-emotional learning.<br><br>Students have few opportunities to feel their identity, experience, and culture is valued by the teacher and is somewhat reflected in the learning environment.<br><br>Some focus on building rapport or trust, some emotional support is provided, and instructional scaffolding is somewhat effective. (LP) | Most of the class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.<br><br>Most of students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.<br><br>Most students respond to instructor being a warm demander, emotional support is evident, and instructional scaffolding is effective. (LP) | Class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.<br><br>All students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.<br><br>All students respond to instructor being a warm demander due to emotional support and instructional scaffolding to move towards learner independence. (LP) | All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:<br><br>Student interactions are caring and supportive of each other's social-emotional growth. With minimal teacher support, students use proactive social-emotional language and conflict resolution strategies to manage conflicts and relationships.<br><br>Teacher actively seeks to learn about the contexts and cultural backgrounds/experiences of individual and groups of students, in order to build alliances and bridges across similarities and difference. (A) |

**Core Teacher Skills: Culturally Responsive Teaching**

**Instruction**

- Develop meaningful relationships that promote mutual trust and academic risk-taking
- Use local language and cultural knowledge as a foundation for the rest of the curriculum
- Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture while still validating students' culture and home language
- Help students make connections between what they are learning in school and their personal experiences
- Value multiple perspectives of historic and current events

**Habits of Mind & Attitudes**

- Cultivate habits of mind to actively address equity issues, such as checking implicit bias, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students
- Is aware and reflects on key personal triggers that cause them to move up the ladder of inference
- Collaborate with a diverse range of educators to solicit multiple perspectives and deepen understandings of how systems of oppression impact students and families

# Appendix XVI:
# The Charter School's Sample School Site Safety Plan

# Aspire Ollin University Prep

COMPREHENSIVE SCHOOL SAFETY PLAN

2018-2019 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 Ollin Uniersity Prep Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. (**Each site is required to form a Safety Committee** within the first 1 month of school. The safety committee must be, at a minimum, comprised of the following members. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

Joel Ramirez

Principal (or Designee) Date

Ricardo Campos Sanchez

(Teacher Representative) Date

Aurora Dominguez

(Parent) Date

Erica Aguilar and Ernesto Garcia

(Classified Employee Representative) Date

Adriana Zamorano

(Student) Date

Huntington Park Police Department

(Law Enforcement Agency) Date

Los Angeles County Fire Department

(name), (Fire Department) Date

Schedule of School Safety Committee Meetings

- Minimum of 1 meeting per year.
- Please pre-populate the schedule (can be modified later on)
- One meeting must be at the beginning of the school year in order to review Emergency Preparedness for the year as a team
- Afterschool Director must take part in these meetings
- Once team meets, please sign under "Signature of Designee" on printed hard copy kept at the school

| Date | Time | Description of Meeting | Signature of Designee |
|---|---|---|---|
| 8/17/2018 | 2:30 pm | Emergency Procedures Plan and Drills | |

# 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.

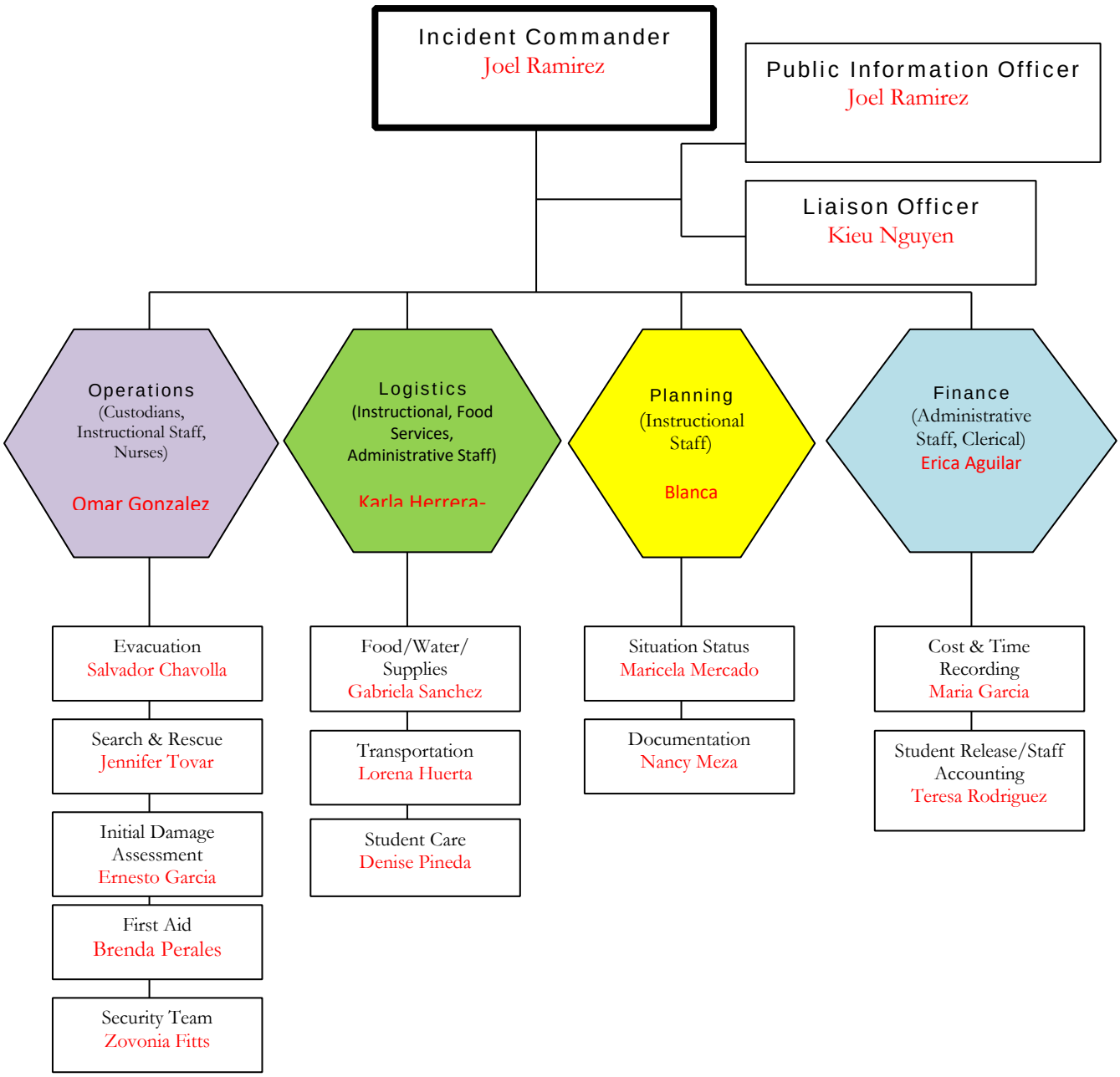
A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

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.readyhoustontx.gov.
American Red Cross: http://www.redcross.org
Pacific Gas and Electric Company (PG&E): http://www.pge.com.
Response Options ALICE Training Institute: http://www.alicetraining.com
D-Prep LLC: http://www.dprep.com

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

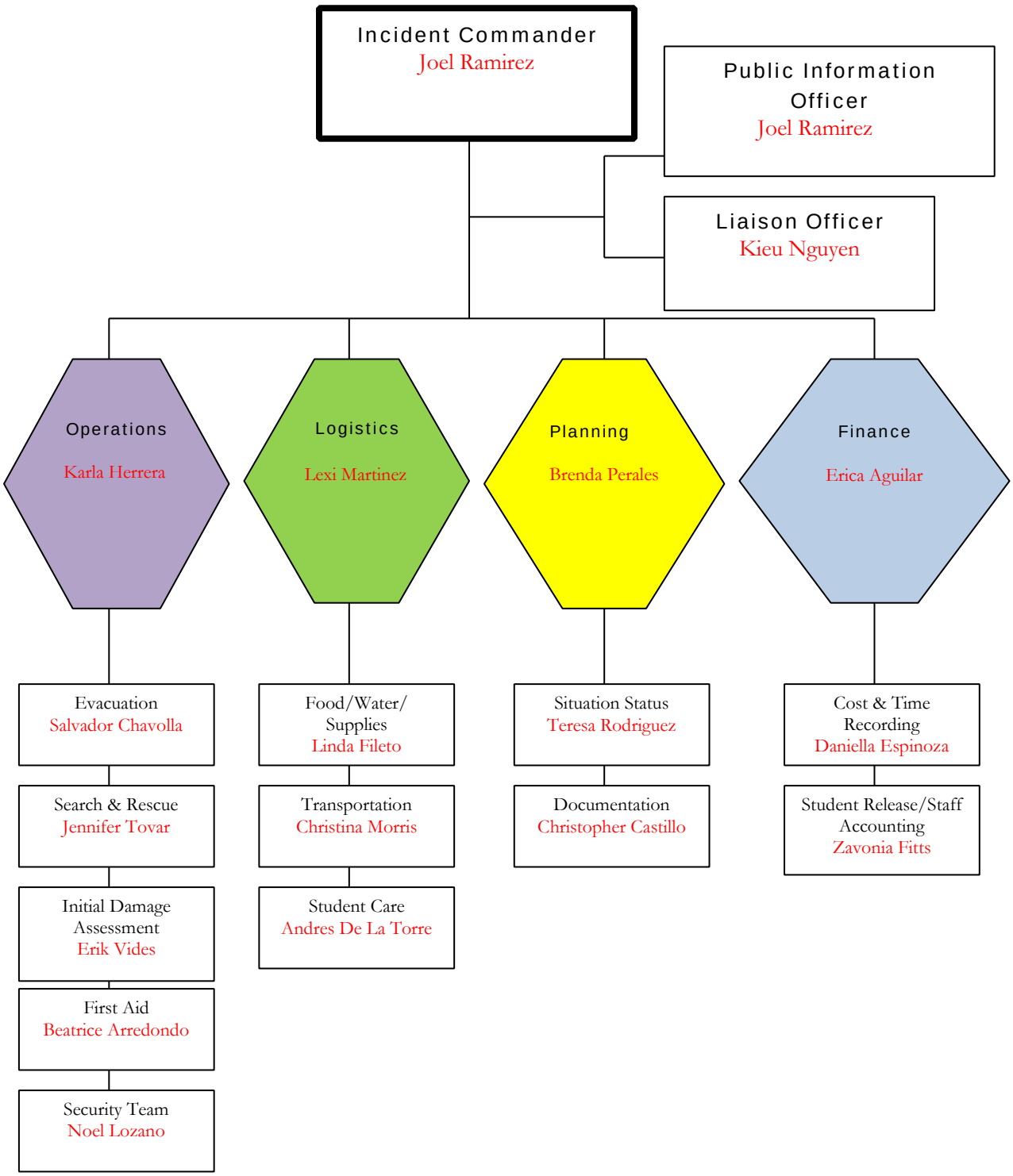
## Incident Command System – For Day Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



# Incident Command System – For Afterschool Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



| Role | Role Definition and Responsibilities |
|---|---|
| Incident Commander | Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent. |
| Public Information Officer | This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement. |
| Liaison Officer | Controls all internal communications. Posts and maintains status information. |
| Operations | In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities. |
| Planning | Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners. |
| Logistics | Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources. |
| Finance | Supervises accounting and documentation. |

# Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

**Principal**

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

**Teachers**

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

**Office Manager**

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

**Custodial Engineers**

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

**Aides, Volunteers and Other Adults**

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

**Community Council**

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at http://www.ready.gov. Other recommended items may include:

Solar blankets
First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies
General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)
Log with special instructions from parents whose children have special needs

# Staff Training Schedule

Please fill out the staff training schedule with any emergency preparedness/drill/safety trainings that will be held this school year.

| ***Date & Time*** | ***Type of Training*** | ***Comments*** |
|---|---|---|
| August 07, 2018 @2:30pm | Emergency Preparedness<br>- Drills | Staff Retreat Day 2 |

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

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
  - **Elementary:** once per month
  - **Middle school:** four times per school year
  - **Secondary:** twice per school year
  - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place**: Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
  - **Elementary:** once per quarter
  - **Secondary:** once per semester
  - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
  -

- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
    - **Elementary**: once per quarter
    - **Secondary**: twice per school year
    - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

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

# Drill Schedule & Log – For Day Program

| Month | Date | Type of Drill | How long did it take? | Activity of Students at time of Drill | Signatures & Date |
|---|---|---|---|---|---|
| Sept | 9/5/18 | Fire | | | |
| Oct | 10/17/18 | Earthquake | | | |
| Nov | 11/15/18 | Fire | | | |
| Dec | 12/5/18 | Lockdown/Shelter in Place | | | |
| Jan | 01/17/19 | Fire | | | |
| Feb | 2/13/19 | Earthquake | | | |
| Mar | 3/12/19 | Fire | | | |
| April | 4/10/19 | Lockdown/Shelter in Place | | | |
| May | 05/14/19 | Earthquake | | | |

# Drill Schedule & Log – For Afterschool Program

| Month | Date | Type of Drill | How long did it take? | Activity of Students at time of Drill | Signatures & Date |
|---|---|---|---|---|---|
| Sept | 9/12/18 | Fire | | | |
| Oct | 10/24/18 | Earthquake | | | |
| Nov | 11/21/18 | Fire | | | |
| Dec | 12/4/18 | Lockdown/Shelter in Place | | | |
| Jan | 1/23/18 | Fire | | | |
| Feb | 2/20/18 | Earthquake | | | |
| Mar | 3/14/18 | Fire | | | |
| April | 4/18/18 | Lockdown/Shelter in Place | | | |
| May | 5/22/18 | | | | |

# 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.

| | |
|---|---|
| **911 Calls** | ● When placing a 911 call: give your name, school name, and school address<br>● Give specific location of shooter, intruder, fire, hazardous material or other emergency<br>● Indicate location of incident command post |
| **Mass Notification to Parents** | <u>During an emergency:</u><br>The Front Office staff informs parents through Parent Square |
| | <u>After an emergency:</u><br>The Front Office staff informs parents through Parent Square and a written letter from the Admin team to go home the same day to parents |

# 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:**

| |
|---|
| **Front Office is set up outside from the school premises to check in with parents who arrive to** |
| **check out their son/daughter. A written letter from Administration goes home the same day** |
| **Staff will communicate through school radios, phones, intercom and internet** |
| |

**If no Internet service:**

| |
|---|
| **Front Office is set up outside from the school premises to check in with parents who arrive to** |
| **check out their son / daughter. A written letter from Administration goes home the same** |
| **Day, Staff will communicate through school radios, phones and intercom** |
| |

## PLAN FOR LOSS OF ELECTRICITY:

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

| |
|---|
| **Staff will communicate through school radios, emergency lights, exit signs, stay inside school** |
| **premises** |
| |
| |

**List capability of backup power:**

| |
|---|
| **City of Huntington Park, Edison 1800-655-4555** |
| |
| |
| |

# Staff Phone List

This information will be used only during a school emergency

Stefan Bean

(Los Angeles Area Superintendent)

Stefan.Bean@aspirepublicschools.org

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Joel Ramirez

(Aspire Ollin University Prep, Principal)

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Kieu Nguyen

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Omar Gonzalez

(Case Manager 6th-9th grade)

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Blanca Gonzalez

(Case Manager 10th-12th grade)

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Maricela Mercado

(MFT, Foster Youth & Homeless Liaison)

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Teresa Rodriguez

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Joe Regueiro

(Director of Information Technology)

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Debbie Riverhawk

(Title IX Liaison, Student Services, Regional Director)

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# Afterschool Program

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Joel Ramirez

(Aspire Ollin University Prep, Principal)

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Kieu Nguyen

(Assistant Principal and Assessment Coordinator)

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323.277.2901 work / 562. 301.6103 cell

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Erica Aguilar

(Business Manager)

Erica.Aguilar@aspirepublicschools.org

323.277.2901 work / 323.215.6688 cell

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# Emergency Procedures

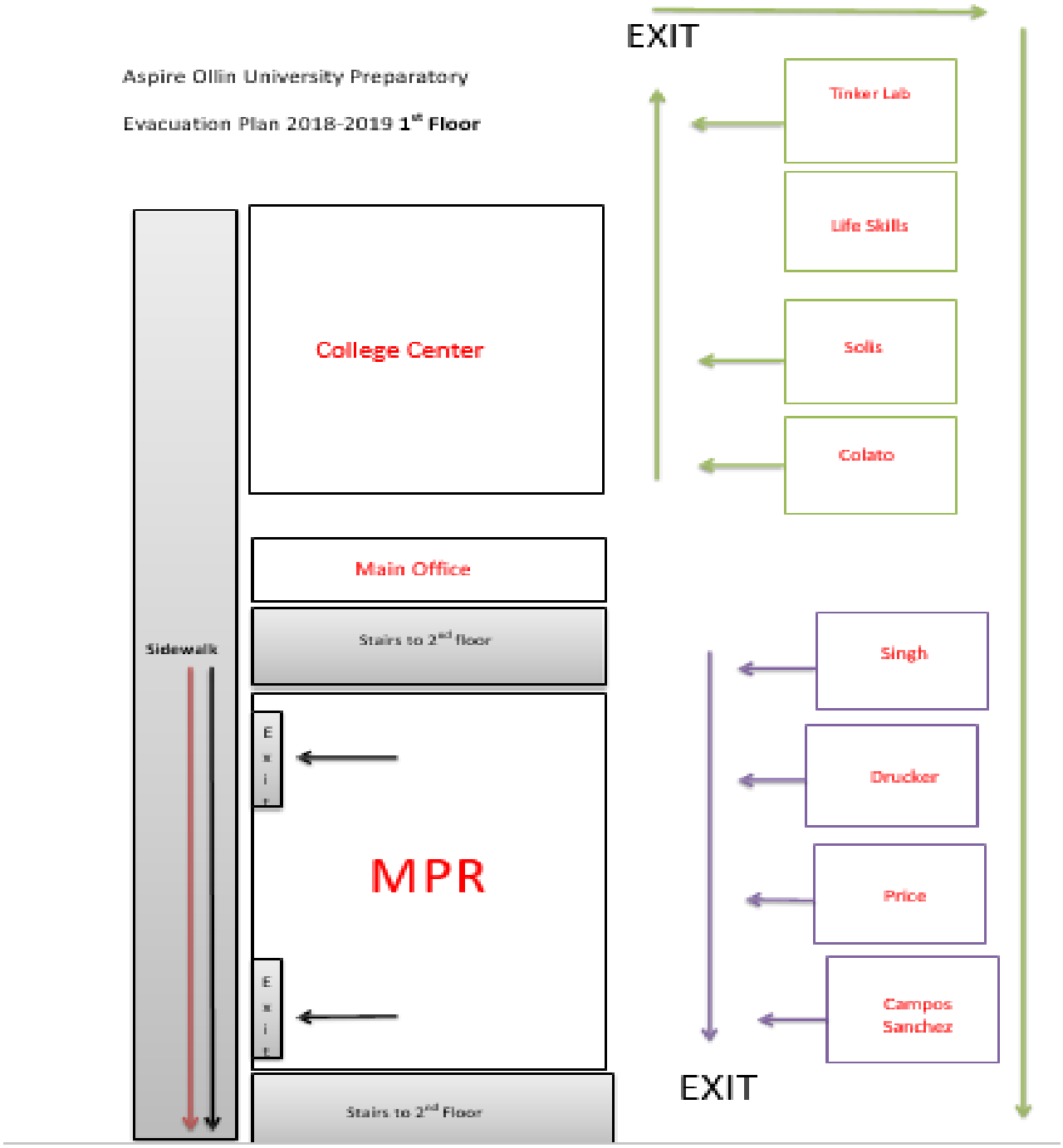
All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

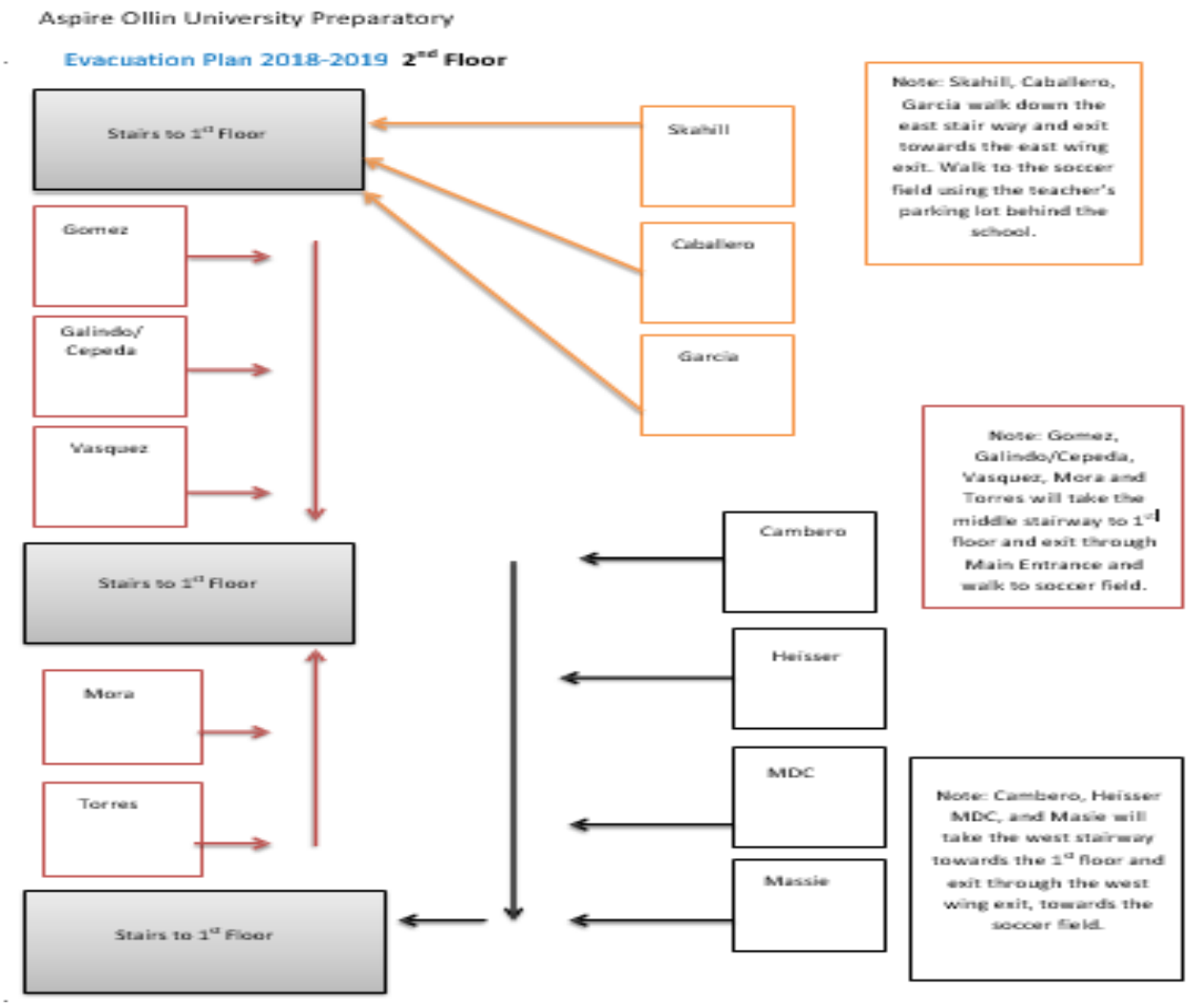
# First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the principal or designee.

# Site Evacuation Plan & Map



# Site Lockdown Procedures



# Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
   - a wheelchair on a daily basis
   - specialized equipment
   - physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.

4. The Site Safety Specialist is responsible for:
   - identifying all students who will require additional assistance
   - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

   *** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| **Individual Student Emergency Procedures Plan** | | |
|---|---|---|
| **Student**: | **Room #:** | **Teacher**: |
| **Designated Specialized Assistants**:<br>***(identify two staff in this area)*** | | |
| **Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*** | | |

| Individual Student Emergency Procedures Plan | | |
|---|---|---|
| **Student**: | **Room #:** | **Teacher**: |
| **Designated Specialized Assistants**:<br>***(identify two staff in this area)*** | | |
| **Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*** | | |

# DISASTER PLANS

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

## Fire

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

## Earthquake

If indoors:

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

If outdoors:

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

# Flood/ Severe Weather

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

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

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

# Electrical Failure

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

# Gas Line Break

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

# Water Main Break

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

# Water Contamination

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

# Chemical Spill/ Incident

If Indoors:

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

If Outdoors:

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

# Lockdown/Active Shooter

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

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

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute "lockdown" or "evacuation" protocol.
   1. If the threat on the inside is greater than the threat on the outside – evacuate (run)
   2. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
   3. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight) Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).

4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
   Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
   Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

# Bomb Threat

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

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

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

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

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

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

# Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of 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 (Firs Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**:

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

# CAMPUS ENVIRONMENT

## Notice of Regulations

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

## Behavior Management Cycle

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

regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

# Behavior Expectation Guidelines

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

In order to reach the goals and objectives of this school, you are expected to:
• BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE by carrying yourself with respect and showing respect to others.
• ABIDE by all Federal, State, County, and City Laws.
• ABSTAIN from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
• REFRAIN from the possession, use, or distribution of tobacco products or cigarettes.
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• DESIST from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
• KEEP AWAY from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
• MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
• PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
• RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
• DESIST from carrying beeper devices, music devices, and cell phones.
• FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
• FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

# School-Wide Expectations for Student Success

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

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

# Closed Campus

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

# SUSPENSION

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

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

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

*Authority to Suspend*

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

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

*Suspension Alternatives*
As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

*Grounds for Suspension and Expulsion (CA Education Code)*
The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

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

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
l) Knowingly received stolen school property or private property.

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

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

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

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

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

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

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

predicted to have the effect of one or more of the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Procedures in Cases Requiring Suspension*

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

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

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

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

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

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

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

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

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

*Appeals Process*

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

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

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

# EXPULSION

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

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

- there is a history of misconduct,

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

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

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

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

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

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

# EXPELLABLE OFFENSES

• *Mandatory Expulsion*

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]
• Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
• Brandishing a knife at another person
• Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

• Committing or attempting to commit a sexual assault or committing a sexual battery
• Possessing an explosive

*• Mandatory Recommendation for Expulsion*

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend
the expulsion of a student who has been determined to have committed any of the following acts
at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.
Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

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

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

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

# HARASSMENT POLICY

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

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

*Verbal Harassment*

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

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

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

*Sexual Harassment*
Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:
1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

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

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

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

- The right to privacy in that no school staff will share a student's personal information with other students.

• The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
• All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
• Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
• Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
• All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
• If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
• Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
• Participation in all clubs and activities will be open to all students.
• Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
• Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

# SEARCHES

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

# POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

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

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

# DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that

their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

# OTHER PROHIBITED ITEMS

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

# DRESS CODE

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

*Uniform Policy*

The purpose of uniform dress at the school is:

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

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

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

*Casual/Free Dress Days*

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

remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

# SAFETY BEFORE AND AFTER SCHOOL

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

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

# PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

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

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

# ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

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

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

# PREVENTION OF CHILD ABUSE POLICY

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

# Appendix XVII:
# Aspire Public Schools' Evidence of Insurance

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# EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

**Effective Date:** July 1, 2018 12:01 AM - July 1, 2019 12:01 AM
**Named Member:**
Aspire Public Schools
1001 22nd Avenue, Suite 100
Oakland, CA 94606

**Coverage Provided by (CP):**
Coverage Provider Addendum is available upon request. Please reach out to your CharterSAFE primary representative.

## Core Liability Program

**Coverage Limits: $30,000,000 Per Member Aggregate**

**The Core Liability Program breaks down as follows:**

| CP | COVERAGES | | SCHEDULE OF LIMITS |
|---|---|---|---|
| A,N, E,J, M,D, B | **Directors & Officers, Employment Practices, and Fiduciary Liability **** | | |
| | Directors & Officers Liability (D&O) | **Deductible**: $5,000 per claim<br>**Continuity Date**: 07/01/2005 | $2,000,000 per claim/aggregate |
| | Employment Practices Liability (EPL) | **Deductible**: $35,000 per claim<br>**Continuity Date**: 07/01/2005 | $2,000,000 per claim/aggregate |
| | Fiduciary Liability | **Deductible**: $0<br>**Continuity Date**: 07/01/2005 | $1,000,000 per claim/aggregate |
| AE, J,M, D,B | **General Liability**<br>**Deductible**: $500 per occurrence for losses arising out of participation in *High Risk Activities**<br>General Liability includes Damage to Premises Rented, Products-Completed Operations, and Personal and Advertising Injury | | **$2,000,000 per occurrence** |
| | Premises Medical Payment Sublimit | | $10,000 per person sublimit<br>$50,000 per occurrence sublimit |
| | **Employee Benefits Liability** | | **$2,000,000 per occurrence** |
| | **Educator's Legal Liability**<br>**Deductible**: $2,500 per occurrence | | **$2,000,000 per occurrence** |
| | IEP (Individualized Educational Program) Defense Sublimit<br>**Deductible**: $7,500 per occurrence | | $50,000 per occurence/aggregate sublimit |
| | **Sexual Abuse Liability** | | **$2,000,000 per occurrence** |
| | **Law Enforcement Activities Liability** | | **$2,000,000 per occurrence** |

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| | | |
|---|---|---|
| | **Automobile**<br>Includes Autos scheduled with CharterSAFE, non-owned autos and hired autos<br><br>**Auto Liability**<br><br>Uninsured/Underinsured Sublimit<br><br>Automobile Medical Payment Sublimit<br><br>**Auto Physical Damage**<br>**Deductible**: $500 per occurrence for Hired auto Physical Damage | <br><br>**$2,000,000 per occurrence**<br><br>$1,000,000 per occurrence sublimit<br><br>$10,000 per person sublimit<br>$50,000 per occurrence sublimit<br><br>**$1,000,000 per occurrence** |
| J.M, D,B | **Excess Reinsurance**<br>Applies to the following coverage areas:<br>• General Liability, excluding Damage to Premises Rented<br>• Employee Benefits Liability<br>• Educator's Legal Liability, excluding IEP Defense sublimit<br>• Sexual Abuse Liability<br>• Law Enforcement Activities Liability<br>• Automobile Liability, excluding Auto Physical Damage<br>• D&O and EPL excluding Fiduciary Liability | $28,000,000 per occurrence/claim based on underlying coverage<br><br>$28,000,000 aggregate<br><br>Note: Coverage over the underlying $2,000,000 to make a total of $30,000,000 |
| | **Crime** | |
| A,E | **Crime**<br>☒ Monies and Securities<br>**Deductible:** $500 per occurrence<br><br>☒ Computer & Funds Transfer Fraud<br>**Deductible:** $500 per occurrence<br><br>☒ Forgery or Alteration<br>**Deductible:** $500 per occurrence<br><br>☒ Employee Dishonesty<br>**Deductible:** $500 per occurrence | <br>$1,000,000 per occurrence<br><br>$1,000,000 per occurrence<br><br>$1,000,000 per occurrence<br><br>$1,000,000 per occurrence |
| | **Property** | |
| A,P, N,F, C | **Property**<br>**Valuation:** Replacement Cost<br>Total Insured Value: (Building Value + Content Value + EDP)<br>**Deductible**: $1,000 per occurrence<br><br>☒ Building (including tenant improvements and betterments)<br>☒ Personal Property - Contents & Electronic Data Processing<br>☒ Builder's Risk - As scheduled with CharterSAFE for projects over $200,000<br>☒ Boiler and Machinery / Equipment Breakdown<br>☒ Business Interruption - $10,000,000<br>☒ Extra Expense - $10,000,000 | <br><br>As scheduled with CharterSAFE subject to the maximum limit of $150,000,000 per occurrence.<br><br>See "Exposures & Locations" section |

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| | | |
|---|---|---|
| | **Additional Program Coverages** | |
| A,G | **Pollution Liability and First Party Remediation**<br>**Deductible:** $10,000 per occurrence | $1,000,000 per pollution condition<br>$5,000,000 aggregate for all CharterSAFE members combined |
| A,O | **Terrorism Liability**** | $5,000,000 per occurrence/aggregate for all CharterSAFE members combined |
| A,I | **Terrorism Property**<br>**Deductible:** $1,000 per occurrence<br><br>Total insured Value (Building Value + Content Value + EDP) | As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence.<br>See "Exposures & Locations" section |
| A,K | **Student Accident and Volunteer Accident**<br>**Deductible:** $500 per incident for losses arising out of participation in *High Risk Activities** | |
| | ☒ Student Accident | $50,000 per incident |
| | ☒ Volunteer Accident | $25,000 per incident |
| A,H | **Cyber Liability****<br>**Deductible:** $2,500 per claim | $1,000,000 per claim<br>$5,000,000 aggregate for all CharterSAFE members combined |
| | **Workers' Compensation** | |
| A,E, L,Q | **Workers' Compensation** | |
| | ☒ Workers' Compensation<br>**Workers' Compensation rate:** $0.585 per $100 of payroll | Statutory |
| | ☒ Employer's Liability | $5,000,000 per accident<br>$5,000,000 per disease per employee<br>$5,000,000 per disease policy limit |

*A list of High Risk Activities is available at www.chartersafe.org or you may contact Carly Weston (cweston@chartersafe.org / 818-394-6547) from CharterSAFE's Risk Management Team.

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

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

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## EXPOSURES & LOCATIONS

| Location Address(es) | Students | Employees | Payroll |
|---|---|---|---|
| Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue<br>Sacramento, CA 95281 | 434 | 44 | $2,063,340.90 |
| Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue<br>Sacramento, CA 95281 | 445 | 46 | $2,128,176.90 |
| Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave.<br>Huntington Park, CA 90255 | 400 | 45 | $2,219,048.10 |
| Aspire APEX Academy: 444 N. American<br>Stockton, CA 95202 | 316 | 34 | $1,463,171.40 |
| Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane<br>Stockton, CA 95212 | 410 | 32 | $1,603,888.20 |
| Aspire Benjamin Holt Middle School: 3293 East Morada<br>Stockton, CA 95212 | 512 | 34 | $1,675,919.70 |
| Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue<br>Oakland, CA 94608 | 568 | 56 | $2,867,833.80 |
| Aspire Capitol Heights Academy: 2520 33rd Street<br>Sacramento, CA 95817 | 316 | 36 | $1,627,854.30 |
| Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue<br>Huntington Park, CA 90255 | 540 | 59 | $2,851,273.80 |
| Aspire Central Valley Regional Office: 3311 East Morada<br>Stockton, CA 95212 | 0 | 14 | $1,200,000.00 |
| Aspire College Academy: 8030 Atherton Street<br>Oakland, CA 94605 | 289 | 34 | $1,733,202.00 |
| Aspire College for Certain: 1009 66th Avenue<br>Oakland, CA 94608 | 0 | 0 | $0.00 |
| Aspire College for Certain: 1039 Garden Street<br>East Palo Alto, CA 94303 | 0 | 0 | $0.00 |
| Aspire College for Certain: 1801 Pyrenees Ave.<br>Stockton, CA 95210 | 0 | 0 | $0.00 |

| Location Address(es) | Students | Employees | Payroll |
|---|---|---|---|
| Aspire College for Certain: 2040-2050 West Lane Stockton, CA 95205 | 0 | 0 | $0.00 |
| Aspire College for Certain: 2360 El Camino Avenue Sacramento, CA 95281 | 0 | 0 | $0.00 |
| Aspire College for Certain: 2565 58th Street Huntington Park, CA 90255 | 0 | 0 | $0.00 |
| Aspire College for Certain: 3201 East Morado Lane Stockton, CA 95212 | 0 | 0 | $0.00 |
| Aspire College for Certain: 3293 East Morada Lane Stockton, CA 95212 | 0 | 0 | $0.00 |
| Aspire College for Certain: 3311 East Morada Lane Stockton, CA 95212 | 0 | 0 | $0.00 |
| Aspire College for Certain: 400 105th Avenue Oakland, CA 94065 | 0 | 0 | $0.00 |
| Aspire College for Certain: 6720-6724 S. Alameda Street Huntington Park, CA 90255 | 0 | 0 | $0.00 |
| Aspire East Palo Alto Charter School: 1286 Runnymede Street East Palo Alto, CA 94303 | 450 | 53 | $2,598,492.60 |
| Aspire East Palo Alto Phoenix Academy: 1039 Garden Street Palo Alto, CA 94303 | 371 | 43 | $2,246,735.70 |
| Aspire ERES Academy: 1936 Courtland Avenue Oakland, CA 94601 | 221 | 30 | $1,566,933.30 |
| Aspire Firestone Academy: 8929 Kauffman Avenue South Gate, CA 90280 | 416 | 49 | $2,251,775.70 |
| Aspire Gateway Academy: 8929 Kauffman Avenue South Gate, CA 90280 | 420 | 44 | $2,118,123.00 |
| Aspire Golden State College Preparatory Academy: 1009 66th Avenue Oakland, CA 94621 | 595 | 62 | $3,182,023.80 |
| Aspire Inskeep Academy: 123 W. 59th Street Los Angeles, CA 90003 | 347 | 41 | $1,766,911.50 |

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| Location Address(es) | Students | Employees | Payroll |
|---|---|---|---|
| Aspire Junior Collegiate Academy: 6720 S. Alameda Street Huntington Park, CA 90255 | 332 | 36 | $1,679,621.40 |
| Aspire Langston Hughes Academy: 2050 West Lane Stockton, CA 95205 | 751 | 72 | $3,245,081.40 |
| Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue Oakland, CA 94603 | 525 | 58 | $2,984,148.90 |
| Aspire Monarch Academy: 1445 101st Avenue Oakland, CA 94603 | 412 | 46 | $2,404,885.50 |
| Aspire Ollin Academy: 2540 East 58th Street Huntington Park, CA 90255 | 600 | 59 | $2,944,257.30 |
| Aspire Ollin Gymnasium: 2545 East 58th Street Huntington Park, CA 90255 | 0 | 0 | $0.00 |
| Aspire Pacific Academy: 2565 58th Street Huntington Park, CA 90255 | 540 | 53 | $2,571,159.60 |
| Aspire Port City Academy: 2040 West Lane Stockton, CA 95205 | 406 | 46 | $1,995,806.70 |
| Aspire Public Schools: 1001 22nd Avenue Oakland, CA 94606 | 0 | 120 | $10,500,000.00 |
| Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road Richmond, CA 94806 | 522 | 49 | $2,615,877.00 |
| Aspire Richmond Technology Academy: 3170 Hilltop Road Richmond, CA 94806 | 342 | 35 | $1,664,964.00 |
| Aspire River Oaks Charter School: 1801 Pyrenees Avenue Stockton, CA 95210 | 422 | 40 | $1,970,930.70 |
| Aspire Rosa Parks Academy: 1930 South D. Street Stockton, CA 95206 | 405 | 43 | $1,939,144.50 |
| Aspire Slauson Academy: 123 W. 59th Street Los Angeles, CA 90003 | 338 | 48 | $1,994,011.20 |
| Aspire Summit Charter Academy: 2036 E. Hatch Road Modesto, CA 95351 | 429 | 45 | $2,039,824.80 |

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| Location Address(es) | Students | Employees | Payroll |
|---|---|---|---|
| Aspire Tate Academy: 123 W. 59th Street<br>Los Angeles, CA 90003 | 371 | 48 | $2,102,991.30 |
| Aspire Titan Academy: 6724 South Alameda Street<br>Huntington Park, CA 90255 | 328 | 33 | $1,649,116.80 |
| Aspire Triumph Technology Academy: 3200 62nd Avenue<br>Oakland, CA 94605-1614 | 292 | 40 | $1,867,261.50 |
| Aspire University Charter School: 3313 Coffee Road<br>Modesto, CA 95355 | 264 | 26 | $1,214,649.00 |
| Aspire Vanguard College Preparatory Academy: 5255 First Street<br>Empire, CA 95319 | 415 | 34 | $1,691,196.30 |
| Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road<br>Stockton, CA 95212 | 390 | 35 | $1,695,046.50 |
| Los Angeles Regional Office: 5901 E Slauson Avenue<br>Los Angeles, CA 90040 | 0 | 22 | $1,900,000.00 |
| **Total:** | **15,134** | **1,744** | **$89,834,679.10** |

## Vehicles

| Vehicle Type | Make | Model | Year | VIN |
|---|---|---|---|---|
| Van | Dodge | Caravan | 2014 | 2C4RDGCG2ER267652 |
| Van | Dodge | Caravan | 2015 | 2C4RDGCG6FR745735 |
| Van | Ford | | 1995 | 1FDKE30GXSHB40162 |
| Van | Dodge | Grand Caravan | 2015 | 2C4RDGCGXFR733779 |
| Van | Dodge | Grand Caravan | 2015 | 2C4RDGCG0FR733774 |

## Locations

| | Building Value | Content Value | Electronic Data Processing (EDP) | Total Insured Value (TIV) |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Aspire APEX Academy: 444 N. American<br>Stockton, CA 95202 | $894,158 | $50,000 | $30,008 | $974,166 |
| Aspire East Palo Alto Phoenix Academy: 1039 Garden Street<br>Palo Alto, CA 94303 | $18,000 | $68,705 | $95,106 | $181,811 |
| Aspire Port City Academy: 2040 West Lane<br>Stockton, CA 95205 | $53,104 | $134,096 | $58,043 | $245,243 |
| Aspire Ollin Academy: 2540 East 58th Street<br>Huntington Park, CA 90255 | $11,552,189 | $267,542 | $270,831 | $12,090,562 |
| Aspire College for Certain: 6720-6724 S. Alameda Street<br>Huntington Park, CA 90255 | $8,717,789 | $0 | $0 | $8,717,789 |
| Aspire College for Certain: 400 105th Avenue<br>Oakland, CA 94065 | $7,751,235 | $0 | $0 | $7,751,235 |
| Aspire College for Certain: 2360 El Camino Avenue<br>Sacramento, CA 95281 | $7,499,150 | $0 | $0 | $7,499,150 |
| Aspire College for Certain: 2040-2050 West Lane<br>Stockton, CA 95205 | $16,785,105 | $0 | $0 | $16,785,105 |
| Aspire College for Certain: 2565 58th Street<br>Huntington Park, CA 90255 | $6,875,540 | $0 | $0 | $6,875,540 |
| Aspire College for Certain: 1009 66th Avenue<br>Oakland, CA 94608 | $15,905,328 | $0 | $0 | $15,905,328 |
| Aspire College for Certain: 1039 Garden Street<br>East Palo Alto, CA 94303 | $14,864,693 | $0 | $0 | $14,864,693 |
| Aspire Ollin Gymnasium: 2545 East 58th Street<br>Huntington Park, CA 90255 | $4,707,123 | $64,574 | $20,000 | $4,791,697 |
| Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road<br>Richmond, CA 94806 | $90,985 | $286,859 | $38,446 | $416,290 |

| | | | | |
|---|---|---|---|---|
| Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave. Huntington Park, CA 90255 | $14,135,594 | $265,574 | $100,000 | $14,501,168 |
| Aspire University Charter School: 3313 Coffee Road Modesto, CA 95355 | $148,683 | $50,000 | $52,438 | $251,121 |
| Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road Stockton, CA 95212 | $2,112,541 | $311,489 | $42,790 | $2,466,820 |
| Aspire Monarch Academy: 1445 101st Avenue Oakland, CA 94603 | $614,939 | $237,763 | $74,912 | $927,614 |
| Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue Oakland, CA 94603 | $311,059 | $365,095 | $208,856 | $885,010 |
| Aspire Summit Charter Academy: 2036 E. Hatch Road Modesto, CA 95351 | $826,233 | $215,904 | $120,801 | $1,162,939 |
| Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane Stockton, CA 95212 | $22,429 | $367,122 | $44,280 | $433,831 |
| Aspire East Palo Alto Charter School: 1286 Runnymede Street East Palo Alto, CA 94303 | $196,645 | $50,000 | $112,993 | $359,638 |
| Aspire Capitol Heights Academy: 2520 33rd Street Sacramento, CA 95817 | $492,867 | $165,694 | $13,569 | $672,130 |
| Aspire Triumph Technology Academy: 3200 62nd Avenue Oakland, CA 94605-1614 | $397,889 | $47,248 | $105,835 | $550,973 |
| Aspire Rosa Parks Academy: 1930 South D. Street Stockton, CA 95206 | $10,509,901 | $258,626 | $48,462 | $10,816,988 |
| Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue Oakland, CA 94608 | $264,512 | $50,000 | $74,436 | $388,948 |
| Aspire Langston Hughes Academy: 2050 West Lane Stockton, CA 95205 | $86,049 | $223,836 | $48,037 | $357,922 |

| | | | | |
|---|---|---|---|---|
| Aspire Golden State College Preparatory Academy: 1009 66th Avenue Oakland, CA 94621 | $2,850,437 | $306,125 | $66,188 | $3,222,750 |
| Aspire River Oaks Charter School: 1801 Pyrenees Avenue Stockton, CA 95210 | $159,794 | $192,210 | $36,897 | $388,901 |
| Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue Huntington Park, CA 90255 | $328,506 | $215,026 | $225,466 | $768,998 |
| Aspire ERES Academy: 1936 Courtland Avenue Oakland, CA 94601 | $260,462 | $50,000 | $38,625 | $349,087 |
| Aspire Vanguard College Preparatory Academy: 5255 First Street Empire, CA 95319 | $41,150 | $50,000 | $95,867 | $187,017 |
| Aspire Titan Academy: 6724 South Alameda Street Huntington Park, CA 90255 | $84,831 | $256,370 | $221,439 | $562,641 |
| Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue Sacramento, CA 95281 | $306,878 | $141,054 | $67,545 | $515,476 |
| Aspire Public Schools: 1001 22nd Avenue Oakland, CA 94606 | $434,135 | $376,723 | $858,066 | $1,668,924 |
| Aspire Junior Collegiate Academy: 6720 S. Alameda Street Huntington Park, CA 90255 | $143,421 | $191,982 | $88,352 | $423,755 |
| Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue Sacramento, CA 95281 | $172,198 | $120,571 | $61,300 | $354,069 |
| Aspire Gateway Academy: 8929 Kauffman Avenue South Gate, CA 90280 | $500,000 | $33,476 | $113,157 | $646,633 |
| Aspire Firestone Academy: 8929 Kauffman Avenue South Gate, CA 90280 | $0 | $54,991 | $130,629 | $185,620 |

| | | | | |
|---|---|---|---|---|
| Aspire Pacific Academy: 2565 58th Street Huntington Park, CA 90255 | $16,316 | $55,216 | $159,368 | $230,900 |
| Aspire Tate Academy: 123 W. 59th Street Los Angeles, CA 90003 | $9,900 | $36,433 | $128,994 | $175,326 |
| Aspire Inskeep Academy: 123 W. 59th Street Los Angeles, CA 90003 | $9,900 | $33,535 | $147,858 | $191,293 |
| Aspire Slauson Academy: 123 W. 59th Street Los Angeles, CA 90003 | $500,000 | $185,088 | $151,052 | $836,140 |
| Aspire College Academy: 8030 Atherton Street Oakland, CA 94605 | $502,046 | $236,859 | $66,913 | $805,818 |
| Los Angeles Regional Office: 5901 E Slauson Avenue Los Angeles, CA 90040 | $33,271 | $30,000 | $30,000 | $93,271 |
| Aspire College for Certain: 1801 Pyrenees Ave. Stockton, CA 95210 | $6,500,000 | $0 | $0 | $6,500,000 |
| Aspire College for Certain: 3201 East Morado Lane Stockton, CA 95212 | $9,000,000 | $0 | $0 | $9,000,000 |
| Aspire Benjamin Holt Middle School: 3293 East Morada Stockton, CA 95212 | $0 | $281,334 | $40,000 | $321,334 |
| Aspire Central Valley Regional Office: 3311 East Morada Stockton, CA 95212 | $5,879 | $93,242 | $30,000 | $129,122 |
| Aspire College for Certain: 3293 East Morada Lane Stockton, CA 95212 | $10,400,908 | $0 | $0 | $10,400,908 |
| Aspire College for Certain: 3311 East Morada Lane Stockton, CA 95212 | $3,190,281 | $0 | $0 | $3,190,281 |
| Aspire Richmond Technology Academy: 3170 Hilltop Road Richmond, CA 94806 | $69,519 | $253,553 | $20,135 | $343,207 |
| **Total:** | **$161,353,572** | **$6,673,917** | **$4,337,694** | **$172,365,183** |

# Appendix XVIII:
# The Charter School's Financials

# Aspire Ollin University Preparatory Academy

## Budget

| | | 2018-2019 Budget | 2019-2020 Budget | 2020-2021 Budget | 2021-2022 Budget | Notes |
|---|---|---|---|---|---|---|
| **Revenues** | | | | | | |
| State | LCFF - net state aid | $4,838,294 | $4,720,198 | $4,819,925 | $5,046,669 | See revenue assumptions below |
| | LCFF - education protection account | $741,545 | $596,291 | $668,979 | $668,979 | Estimated based on most recent apportionment data |
| | Lottery | $118,092 | $109,670 | $109,670 | $109,670 | See revenue assumptions below |
| | Mandate block grant | $126,739 | $18,847 | $18,847 | $18,847 | See revenue assumptions below |
| | ASES grant | $118,673 | $118,673 | $118,673 | $118,673 | |
| | SB740 facility grant | $0 | $0 | $0 | $0 | See revenue assumptions below |
| | State SpEd | $469,122 | $454,456 | $462,318 | $472,658 | See revenue assumptions below; includes EDCOE transfers |
| | State nutrition | $14,653 | $15,030 | $15,431 | $15,959 | Estimated based on historical participation rates |
| | Other state | $0 | $0 | $0 | $0 | |
| Federal | Title I/II/III | $294,768 | $280,783 | $288,280 | $298,139 | Estimated based on current grant amounts |
| | CSFIG facility grant | $0 | $0 | $0 | $0 | Assume all facility grant revenue from SB740; assume zero |
| | Federal SpEd | $72,360 | $68,927 | $70,767 | $73,188 | See revenue assumptions below |
| | Federal nutrition | $224,674 | $230,448 | $236,601 | $244,693 | Estimated based on historical participation rates |
| | Other federal | $0 | $0 | $0 | $0 | |
| Local | LCFF - In lieu of property taxes | $1,228,644 | $1,141,029 | $1,141,029 | $1,141,029 | See revenue assumptions below |
| | Local nutrition | $2,454 | $2,517 | $2,584 | $2,673 | Estimated based on historical participation rates |
| | Other local | $20,000 | $20,000 | $20,000 | $20,000 | local fundraising |
| | Interfund Transfer In & Other Prior year Restricted | $0 | $0 | $0 | $0 | |
| | **Revenues - Total** | **$8,270,018** | **$7,776,869** | **$7,973,106** | **$8,231,176** | |
| **Expenses - Personnel** | | | | | | |
| Pay | Certificated - teachers | $2,044,000 | $2,096,531 | $2,152,508 | $2,226,124 | See staffing assumptions below |
| | Certificated - support | $297,000 | $304,633 | $312,767 | $323,463 | See staffing assumptions below |
| | Certificated - admin | $230,000 | $235,911 | $242,210 | $250,493 | See staffing assumptions below |
| | Classified - instructional aides | $525,000 | $435,923 | $447,562 | $462,868 | See staffing assumptions below |
| | Classified - support | $405,080 | $335,199 | $344,149 | $355,918 | See staffing assumptions below |
| | Classified - admin | $0 | $0 | $0 | $0 | See staffing assumptions below |
| | Classified - clerical/office staff | $240,000 | $205,140 | $210,617 | $217,820 | See staffing assumptions below |
| | Classified - other | $240,000 | $215,397 | $221,148 | $228,711 | See staffing assumptions below |
| Benefits | Benefits & payroll taxes | $1,422,295 | $1,430,265 | $1,539,626 | $1,614,656 | See expense assumptions below |
| | **Expenses - Personnel** | **$5,403,375** | **$5,258,998** | **$5,470,586** | **$5,680,055** | |
| **Expenses - Operating** | | | | | | |
| Supplies | Books | $75,000 | $71,442 | $73,349 | $75,858 | See expense assumptions below |
| | Instructional Materials & Supplies | $165,000 | $157,172 | $161,368 | $166,887 | See expense assumptions below |
| | Software | $34,391 | $32,759 | $33,634 | $34,784 | See expense assumptions below |
| | Computers, equipment, & furniture | $38,500 | $36,673 | $37,653 | $38,940 | See expense assumptions below |
| | Food services | $241,781 | $247,995 | $254,616 | $263,324 | Set equal to nutrition revenues; assume break-even |
| Services | Travel & conferences | $130,000 | $133,341 | $136,901 | $141,583 | See expense assumptions below |
| | Repairs & maintenance | $25,000 | $23,814 | $24,450 | $25,286 | See expense assumptions below |
| | Insurance | $48,325 | $46,032 | $47,261 | $48,878 | See expense assumptions below |
| | Utilities | $65,141 | $66,815 | $68,599 | $70,945 | Estimated based on historical amounts |
| | Rent | $0 | $0 | $0 | $0 | See expense assumptions below |
| | Leases | $22,297 | $22,870 | $23,481 | $24,284 | Estimated based on historical amounts |
| | Professional services | $245,000 | $251,238 | $257,946 | $266,768 | See expense assumptions below |
| | Communciations | $19,143 | $19,635 | $20,159 | $20,849 | Estimated based on historical amounts |
| | Authorizer oversight fees | $68,085 | $64,575 | $66,299 | $68,567 | See expense assumptions below |
| Interest | Interest | $167,927 | $167,927 | $167,927 | $167,927 | Based on Prop 55 debt schedule |
| Depreciation | Depreciation | $584,000 | $584,000 | $584,000 | $584,000 | Estimated based on net fixed assets balance |
| Other Outgo | National & Regional contributions | $955,251 | $892,686 | $916,075 | $946,833 | See expense assumptions below |
| | Interfund Transfer Out & Other Expenses | $88,701 | $88,701 | $88,701 | $88,701 | Allocation to cover regional office SPED admin |
| | **Expenses - Operating** | **$2,973,541** | **$2,907,676** | **$2,962,420** | **$3,034,414** | |
| | **Expenses - Total** | **$8,376,917** | **$8,166,675** | **$8,433,007** | **$8,714,470** | |
| **Surplus/(Deficit)** | | **($106,899)** | **($389,805)** | **($459,901)** | **($483,294)** | Deficits due to non cash depreciation of $545k/year |
| | Beginning Fund Balance | **$9,571,142** | **$9,464,243** | **$9,074,437** | **$8,614,536** | |
| | Ending Fund Balance | **$9,464,243** | **$9,074,437** | **$8,614,536** | **$8,131,243** | |
| **Students** | | | | | | |
| | Total enrollment | 603 | 560 | 560 | 560 | See enrollment assumptions below |
| | Attendance rate | 96.0% | 96.0% | 96.0% | 96.0% | Estimated based on most recent attendance report data |
| | Total ADA | 579 | 538 | 538 | 538 | Product of enrollment x attendance rate |
| | Unduplicated % | 96.3% | 96.3% | 96.3% | 96.3% | Estimated based on most recent CALPADS data |
| **Enrollment** | | | | | | |
| | Enrollment - K | - | - | - | - | |
| | Enrollment - 1 | - | - | - | - | |
| | Enrollment - 2 | - | - | - | - | |
| | Enrollment - 3 | - | - | - | - | |
| | Enrollment - 4 | - | - | - | - | |
| | Enrollment - 5 | - | - | - | - | |
| | Enrollment - 6 | 64 | 64 | 64 | 64 | |
| | Enrollment - 7 | 64 | 64 | 64 | 64 | |
| | Enrollment - 8 | 64 | 64 | 64 | 64 | |
| | Enrollment - 9 | 96 | 92 | 92 | 92 | |
| | Enrollment - 10 | 96 | 92 | 92 | 92 | |
| | Enrollment - 11 | 94 | 92 | 92 | 92 | |
| | Enrollment - 12 | 125 | 92 | 92 | 92 | |
| | Total enrollment | 603 | 560 | 560 | 560 | |

# Aspire Ollin University Preparatory Academy

## Budget

| | | 2018-2019 Budget | 2019-2020 Budget | 2020-2021 Budget | 2021-2022 Budget | Notes |
|---|---|---|---|---|---|---|
| **Staffing Assumptions** | | | | | | |
| Staff FTEs | Cert. Teachers | 28.0 | 28.0 | 28.0 | 28.0 | Adjusted for changes in enrollment |
| | Cert. Support (Dean, Psych, SLP) | 3.3 | 3.3 | 3.3 | 3.3 | Adjusted for changes in enrollment |
| | Cert. Admin (Principals, APs) | 2.0 | 2.0 | 2.0 | 2.0 | Adjusted for changes in enrollment |
| | Instructional Aides | 10.5 | 8.5 | 8.5 | 8.5 | Adjusted for changes in enrollment |
| | Class. Support (Counselors) | 5.3 | 4.3 | 4.3 | 4.3 | Adjusted for changes in enrollment |
| | Class. Admin | - | - | - | - | Adjusted for changes in enrollment |
| | Clerical/Office Staff | 6.0 | 5.0 | 5.0 | 5.0 | Adjusted for changes in enrollment |
| | Class. Other (Custodial, Campus Monitors) | 8.0 | 7.0 | 7.0 | 7.0 | Adjusted for changes in enrollment |
| | Total FTEs | 63.1 | 58.1 | 58.1 | 58.1 | |
| Avg pay per FTE | Cert. Teachers | $73,000 | $74,876 | $76,875 | $79,504 | Increases from 2018-2019 onward tracking with COLA |
| | Cert. Support (Dean, Psych, SLP) | $90,000 | $92,313 | $94,778 | $98,019 | Increases from 2018-2019 onward tracking with COLA |
| | Cert. Admin (Principals, APs) | $115,000 | $117,956 | $121,105 | $125,247 | Increases from 2018-2019 onward tracking with COLA |
| | Instructional Aides | $50,000 | $51,285 | $52,654 | $54,455 | Increases from 2018-2019 onward tracking with COLA |
| | Class. Support (Counselors) | $76,000 | $77,953 | $80,035 | $82,772 | Increases from 2018-2019 onward tracking with COLA |
| | Class. Admin | $0 | $0 | $0 | $0 | Increases from 2018-2019 onward tracking with COLA |
| | Clerical/Office Staff | $40,000 | $41,028 | $42,123 | $43,564 | Increases from 2018-2019 onward tracking with COLA |
| | Class. Other (Custodial, Campus Monitors) | $30,000 | $30,771 | $31,593 | $32,673 | Increases from 2018-2019 onward tracking with COLA |
| | Average pay per FTE | $63,062 | $65,899 | $67,659 | $69,972 | |
| **Revenue Assumptions** | | | | | | |
| LCFF | COLA | 3.70% | 2.57% | 2.67% | 3.42% | CDE/DOF estimates |
| | Base Grant - K-3 | $7,459 | $7,651 | $7,856 | $8,124 | CDE/DOF estimates |
| | Base Grant - 4-6 | $7,571 | $7,765 | $7,973 | $8,245 | School Services estimates |
| | Base Grant - 7-8 | $7,796 | $7,997 | $8,210 | $8,491 | CDE/DOF estimates |
| | Base Grant - 9-12 | $9,034 | $9,266 | $9,513 | $9,838 | CDE/DOF estimates |
| | Grade Level Supplement % - K-3 | 10.4% | 10.4% | 10.4% | 10.4% | CDE/DOF estimates |
| | Grade Level Supplement % - 9-12 | 2.6% | 2.6% | 2.6% | 2.6% | CDE/DOF estimates |
| | Supplemental grant % | 20.0% | 20.0% | 20.0% | 20.0% | CDE/DOF estimates |
| | Concentration grant threshold % | 55.0% | 55.0% | 55.0% | 55.0% | CDE/DOF estimates |
| | Unduplicated % - local district | 85.4% | 84.5% | 84.5% | 84.5% | Estimated based on most recent apportionment data |
| | Concentration grant % | 50.0% | 50.0% | 50.0% | 50.0% | CDE/DOF estimates |
| | LCFF gap funded % | 100.0% | 100.0% | 100.0% | 100.0% | CDE/DOF estimates |
| In Lieu | Amount per ADA - K-12 | $2,122 | $2,122 | $2,122 | $2,122 | Estimated based on most recent apportionment data |
| Lottery | Amount per ADA - K-12 | $204 | $204 | $204 | $204 | School Services estimates |
| Mandate | Amount per ADA - K-8 | $16 | $16 | $16 | $16 | School Services estimates |
| | Amount per ADA - 9-12 | $45 | $45 | $45 | $45 | School Services estimates |
| | One-time discretionary funds | $105,883 | $0 | $0 | $0 | School Services estimates |
| Facility Grant | SB740 facility grant - eligibility (Yes/No) | No | No | No | No | |
| | SB740 facility grant - % of rent method | 75.0% | 75.0% | 75.0% | 75.0% | CSFA estimates |
| | SB740 facility grant - $/ADA method | $1,117 | $1,117 | $1,117 | $1,117 | CSFA estimates |
| SpEd | State special education funding rate (per ADA) | $522 | $535 | $550 | $569 | Estimated based on most recent apportionment data |
| | State mental health funding rate (per ADA) | $12 | $12 | $13 | $13 | Estimated based on most recent apportionment data |
| | EDCOE intra-Aspire revenue transfer | $160,000 | $160,000 | $160,000 | $160,000 | Estimated based on projected caseload requirements |
| | Federal special education funding rate (per ADA) | $125 | $128 | $132 | $136 | Estimated based on most recent apportionment data |
| **Expense Assumptions** | | | | | | |
| COLA | COLA | 2.70% | 2.57% | 2.67% | 3.42% | School Services estimates |
| Benefits | STRS % (certificated staff) | 16.28% | 18.13% | 19.10% | 19.10% | School Services estimates |
| | PERS % (classified staff) | 18.06% | 20.00% | 22.70% | 23.80% | School Services estimates |
| | Medicare % (all staff) | 1.45% | 1.45% | 1.45% | 1.45% | No change to current rate |
| | Social Security % (classified staff) | 7.65% | 7.65% | 7.65% | 7.65% | No change to current rate |
| | Other benefits costs % (all staff) | 1.50% | 1.50% | 1.50% | 1.50% | No change to current rate |
| | Healthcare average per eligible employee | $9,500 | $9,975 | $10,474 | $10,997 | 5% increase per year |
| Supplies | Books - cost per student | $124 | $128 | $131 | $135 | Estimated based on historical amounts |
| | Materials - cost per student | $274 | $281 | $288 | $298 | Estimated based on historical amounts |
| | Software - cost per student | $57 | $58 | $60 | $62 | Estimated based on historical amounts |
| | Comp., equip., & furn. - per student | $64 | $65 | $67 | $70 | Estimated based on historical amounts |
| | Comp., equip., & furn. - per staff | $0 | $0 | $0 | $0 | Estimated based on historical amounts |
| Services | Travel & conferences - cost per cert. staff | $3,904 | $4,004 | $4,111 | $4,252 | Estimated based on historical amounts |
| | Repairs & maintenance - cost per student | $41 | $43 | $44 | $45 | Estimated based on historical amounts |
| | Insurance - cost per student | $80 | $82 | $84 | $87 | Estimated based on historical amounts |
| | Prof. services - facility contractors per month | $7,495 | $7,688 | $7,893 | $8,163 | Estimated based on historical amounts |
| | Prof. services - ed consultants - flat amount | $55,000 | $56,414 | $57,920 | $59,901 | Estimated based on historical amounts |
| | Prof. services - other - flat amount | $100,000 | $102,570 | $105,309 | $108,910 | Estimated based on historical amounts |
| | Authorizer oversight fees | 1.00% | 1.00% | 1.00% | 1.00% | % of LCFF revenues |
| Other Outgo | National & Regional contributions | 13.00% | 13.00% | 13.00% | 13.00% | % of ongoing state and federal revenues |

## Cash Flow

| 2018-2019 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash Balance** | | **$ 1,049,151** | **$ 778,447** | **$ 579,682** | **$ 740,548** | **$ 720,834** | **$ 829,893** | **$ 1,157,042** | **$ 915,352** | **$ 971,391** | **$ 1,126,810** | **$ 1,257,898** | **$ 1,204,645** | **$ 1,317,843** | |
| ***Revenues*** | | | | | | | | | | | | | | | |
| **State** | | | | | | | | | | | | | | | |
| LCFF - net state aid | $ 4,838,294 | $ 241,915 | $ 241,915 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ 435,446 | $ - | $ 4,838,294 |
| LCFF - education protection account | $ 741,545 | $ - | $ - | $ 185,386 | $ - | $ - | $ 185,386 | $ - | $ - | $ 185,386 | $ - | $ - | $ 185,386 | $ - | $ 741,545 |
| Lottery | $ 118,092 | $ - | $ - | $ - | $ - | $ - | $ - | $ 29,523 | $ - | $ - | $ 29,523 | $ - | $ - | $ 59,046 | $ 118,092 |
| Mandate block grant | $ 126,739 | $ - | $ - | $ - | $ - | $ 126,739 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 126,739 |
| ASES grant | $ 118,673 | $ - | $ - | $ - | $ - | $ - | $ 41,536 | $ - | $ - | $ - | $ 29,668 | $ - | $ - | $ 47,469 | $ 118,673 |
| SB740 facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| State SpEd | $ 469,122 | $ 23,456 | $ 23,456 | $ 42,221 | $ 42,221 | $ 42,221 | $ 42,221 | $ 42,221 | $ 42,221 | $ 42,221 | $ 26,177 | $ 844 | $ - | $ 99,641 | $ 469,122 |
| State nutrition | $ 14,653 | $ - | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ 1,332 | $ - | $ 14,653 |
| Other state | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal State | $ 6,427,118 | $ 265,371 | $ 266,703 | $ 664,386 | $ 479,000 | $ 605,738 | $ 705,921 | $ 508,522 | $ 479,000 | $ 664,386 | $ 522,147 | $ 437,623 | $ 622,165 | $ 206,156 | $ 6,427,118 |
| **Federal** | | | | | | | | | | | | | | | |
| Title I/II/III | $ 294,768 | $ - | $ - | $ - | $ - | $ - | $ 117,907 | $ - | $ - | $ - | $ 117,907 | $ - | $ - | $ 58,954 | $ 294,768 |
| CSFIG facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Federal SpEd | $ 72,360 | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,090 | $ - | $ - | $ - | $ 18,090 | $ - | $ 36,180 | $ 72,360 |
| Federal nutrition | $ 224,674 | $ - | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ - | $ 224,674 |
| Other federal | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal Federal | $ 591,802 | $ - | $ 20,425 | $ 20,425 | $ 20,425 | $ 20,425 | $ 138,332 | $ 38,515 | $ 20,425 | $ 20,425 | $ 138,332 | $ 38,515 | $ 20,425 | $ 95,134 | $ 591,802 |
| **Local** | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | $ 1,228,644 | $ 73,719 | $ 147,437 | $ 98,292 | $ 98,292 | $ 98,292 | $ 98,292 | $ 98,292 | $ 172,010 | $ 86,005 | $ 86,005 | $ 86,005 | $ 86,005 | $ - | $ 1,228,644 |
| Local nutrition | $ 2,454 | $ - | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ 223 | $ - | $ 2,454 |
| Other local | $ 20,000 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ - | $ 20,000 |
| Subtotal Local | $ 1,251,098 | $ 75,385 | $ 149,327 | $ 100,181 | $ 100,181 | $ 100,181 | $ 100,181 | $ 100,181 | $ 173,900 | $ 87,895 | $ 87,895 | $ 87,895 | $ 87,895 | $ - | $ 1,251,098 |
| Total Revenues | $ 8,270,018 | $ 340,756 | $ 436,455 | $ 784,992 | $ 599,606 | $ 726,345 | $ 944,435 | $ 647,219 | $ 673,324 | $ 772,706 | $ 748,374 | $ 564,033 | $ 730,485 | $ 301,290 | $ 8,270,018 |
| ***Expenses*** | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | $ 2,571,000 | $ 205,680 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ 215,029 | $ - | $ 2,571,000 |
| (2000) Classified Salaries | $ 1,410,080 | $ 98,706 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ 119,216 | $ - | $ 1,410,080 |
| (3000) Employee Benefits | $ 1,422,295 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 99,561 | $ 227,567 | $ 1,422,295 |
| (4000) Books/Supplies | $ 554,672 | $ 55,467 | $ 55,467 | $ 44,374 | $ 41,600 | $ 41,600 | $ 41,600 | $ 41,600 | $ 41,600 | $ 41,600 | $ 41,600 | $ 41,600 | $ 41,600 | $ 24,960 | $ 554,672 |
| (5000) Services/Other Operating Expenses | $ 622,991 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 48,282 | $ 43,609 | $ 622,991 |
| (5870) Interest | $ 167,927 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ - | $ 167,927 |
| (6000) Capital Outlay | $ 584,000 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ - | $ 584,000 |
| (7000) All Other Outgo | $ 955,251 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ 79,604 | $ - | $ 955,251 |
| Total Expenses | $ 8,288,216 | $ 649,960 | $ 679,819 | $ 668,726 | $ 665,953 | $ 665,953 | $ 665,953 | $ 665,953 | $ 665,953 | $ 665,953 | $ 665,953 | $ 665,953 | $ 665,953 | $ 296,137 | $ 8,288,216 |
| **Surplus/(Deficit)** | **$ (18,198)** | **$ (309,204)** | **$ (243,365)** | **$ 116,266** | **$ (66,347)** | **$ 60,392** | **$ 278,482** | **$ (18,734)** | **$ 7,372** | **$ 106,753** | **$ 82,421** | **$ (101,920)** | **$ 64,532** | **$ 5,153** | **$ (18,198)** |
| *Assets* | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | $ 396,807 | $ 198,404 | $ 79,361 | $ 79,361 | $ 39,681 | | | | | | | | | $ - | $ - |
| *Liabilities* | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | $ (417,141) | $ (208,571) | $ (83,428) | $ (83,428) | $ (41,714) | | | | | | | | | $ - | $ - |
| Current Loans | $ (271,622) | | | | | | | $ (271,622) | | | | | | $ - | $ - |
| | | | | | | | | | | | | | | $ - | $ - |
| *Capital Expenditures* | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | $ - | $ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | $ - | $ - |
| Other Capital Expenditures | | | | | | | | | | | | | | $ - | $ - |
| Depreciation (add back) | | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ (584,000) | $ (584,000) |
| Inter Aspire Transfers | | | | | | | | | | | | | | | $ - |
| **Ending Cash Balance** | | **$ 778,447** | **$ 579,682** | **$ 740,548** | **$ 720,834** | **$ 829,893** | **$ 1,157,042** | **$ 915,352** | **$ 971,391** | **$ 1,126,810** | **$ 1,257,898** | **$ 1,204,645** | **$ 1,317,843** | | |

## Cash Flow

| 2019-2020 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash Balance** | | **$ 1,317,843** | **$ 1,063,097** | **$ 870,889** | **$ 1,000,019** | **$ 982,292** | **$ 982,896** | **$ 1,267,575** | **$ 1,016,927** | **$ 1,067,146** | **$ 1,186,566** | **$ 1,310,770** | **$ 1,258,266** | **$ 1,336,784** | |
| ***Revenues*** | | | | | | | | | | | | | | | |
| **State** | | | | | | | | | | | | | | | |
| LCFF - net state aid | $ 4,720,198 | $ 236,010 | $ 236,010 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ 424,818 | $ - | $ 4,720,198 |
| LCFF - education protection account | $ 596,291 | $ - | $ - | $ 149,073 | $ - | $ - | $ 149,073 | $ - | $ - | $ 149,073 | $ - | $ - | $ 149,073 | $ - | $ 596,291 |
| Lottery | $ 109,670 | $ - | $ - | $ - | $ - | $ - | $ - | $ 27,418 | $ - | $ - | $ 27,418 | $ - | $ - | $ 54,835 | $ 109,670 |
| Mandate block grant | $ 18,847 | $ - | $ - | $ - | $ - | $ 18,847 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,847 |
| ASES grant | $ 118,673 | $ - | $ - | $ - | $ - | $ - | $ 41,536 | $ - | $ - | $ - | $ 29,668 | $ - | $ - | $ 47,469 | $ 118,673 |
| SB740 facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| State SpEd | $ 454,456 | $ 22,723 | $ 22,723 | $ 40,901 | $ 40,901 | $ 40,901 | $ 40,901 | $ 40,901 | $ 40,901 | $ 40,901 | $ 25,359 | $ 818 | $ - | $ 96,527 | $ 454,456 |
| State nutrition | $ 15,030 | $ - | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ 1,366 | $ - | $ 15,030 |
| Other state | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal State | $ 6,033,165 | $ 258,733 | $ 260,099 | $ 616,158 | $ 467,085 | $ 485,932 | $ 657,693 | $ 494,503 | $ 467,085 | $ 616,158 | $ 508,629 | $ 427,002 | $ 575,257 | $ 198,831 | $ 6,033,165 |
| **Federal** | | | | | | | | | | | | | | | |
| Title I/II/III | $ 280,783 | $ - | $ - | $ - | $ - | $ - | $ 112,313 | $ - | $ - | $ - | $ 112,313 | $ - | $ - | $ 56,157 | $ 280,783 |
| CSFIG facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Federal SpEd | $ 68,927 | $ - | $ - | $ - | $ - | $ - | $ - | $ 17,232 | $ - | $ - | $ - | $ 17,232 | $ - | $ 34,464 | $ 68,927 |
| Federal nutrition | $ 230,448 | $ - | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ - | $ 230,448 |
| Other federal | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal Federal | $ 580,159 | $ - | $ 20,950 | $ 20,950 | $ 20,950 | $ 20,950 | $ 133,263 | $ 38,182 | $ 20,950 | $ 20,950 | $ 133,263 | $ 38,182 | $ 20,950 | $ 90,620 | $ 580,159 |
| **Local** | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | $ 1,141,029 | $ 68,462 | $ 136,923 | $ 91,282 | $ 91,282 | $ 91,282 | $ 91,282 | $ 91,282 | $ 159,744 | $ 79,872 | $ 79,872 | $ 79,872 | $ 79,872 | $ - | $ 1,141,029 |
| Local nutrition | $ 2,517 | $ - | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ 229 | $ - | $ 2,517 |
| Other local | $ 20,000 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ - | $ 20,000 |
| Subtotal Local | $ 1,163,546 | $ 70,128 | $ 138,819 | $ 93,178 | $ 93,178 | $ 93,178 | $ 93,178 | $ 93,178 | $ 161,640 | $ 81,768 | $ 81,768 | $ 81,768 | $ 81,768 | $ - | $ 1,163,546 |
| Total Revenues | $ 7,776,869 | $ 328,861 | $ 419,868 | $ 730,286 | $ 581,213 | $ 600,060 | $ 884,134 | $ 625,862 | $ 649,675 | $ 718,875 | $ 723,659 | $ 546,951 | $ 677,974 | $ 289,451 | $ 7,776,869 |
| ***Expenses*** | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | $ 2,637,075 | $ 210,966 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ 220,555 | $ - | $ 2,637,075 |
| (2000) Classified Salaries | $ 1,191,658 | $ 83,416 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ 100,749 | $ - | $ 1,191,658 |
| (3000) Employee Benefits | $ 1,430,265 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 100,119 | $ 228,842 | $ 1,430,265 |
| (4000) Books/Supplies | $ 546,041 | $ 54,604 | $ 54,604 | $ 43,683 | $ 40,953 | $ 40,953 | $ 40,953 | $ 40,953 | $ 40,953 | $ 40,953 | $ 40,953 | $ 40,953 | $ 40,953 | $ 24,572 | $ 546,041 |
| (5000) Services/Other Operating Expenses | $ 628,321 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 48,695 | $ 43,982 | $ 628,321 |
| (5870) Interest | $ 167,927 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ - | $ 167,927 |
| (6000) Capital Outlay | $ 584,000 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ - | $ 584,000 |
| (7000) All Other Outgo | $ 892,686 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ 74,391 | $ - | $ 892,686 |
| Total Expenses | $ 8,077,974 | $ 634,851 | $ 661,773 | $ 650,852 | $ 648,122 | $ 648,122 | $ 648,122 | $ 648,122 | $ 648,122 | $ 648,122 | $ 648,122 | $ 648,122 | $ 648,122 | $ 297,397 | $ 8,077,974 |
| **Surplus/(Deficit)** | **$ (301,104)** | **$ (305,990)** | **$ (241,905)** | **$ 79,433** | **$ (66,909)** | **$ (48,063)** | **$ 236,012** | **$ (22,260)** | **$ 1,552** | **$ 70,753** | **$ 75,537** | **$ (101,171)** | **$ 29,852** | **$ (7,946)** | **$ (301,104)** |
| *Assets* | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | $ 301,290 | $ 150,645 | $ 60,258 | $ 60,258 | $ 30,129 | | | | | | | | | $ - | $ - |
| *Liabilities* | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | $ (296,137) | $ (148,068) | $ (59,227) | $ (59,227) | $ (29,614) | | | | | | | | | $ - | $ - |
| Current Loans | $ (277,054) | | | | | | | $ (277,054) | | | | | | $ - | $ - |
| | | | | | | | | | | | | | | $ - | $ - |
| *Capital Expenditures* | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | $ - | $ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | $ - | $ - |
| Other Capital Expenditures | | | | | | | | | | | | | | $ - | $ - |
| Depreciation (add back) | | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ (584,000) | $ (584,000) |
| Inter Aspire Transfers | | | | | | | | | | | | | | | $ - |
| **Ending Cash Balance** | | **$ 1,063,097** | **$ 870,889** | **$ 1,000,019** | **$ 982,292** | **$ 982,896** | **$ 1,267,575** | **$ 1,016,927** | **$ 1,067,146** | **$ 1,186,566** | **$ 1,310,770** | **$ 1,258,266** | **$ 1,336,784** | | |

# Cash Flow

| 2020-2021 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash Balance** | | **$ 1,336,784** | **$ 1,060,645** | **$ 850,858** | **$ 985,176** | **$ 955,847** | **$ 946,159** | **$ 1,241,717** | **$ 975,696** | **$ 1,015,623** | **$ 1,142,923** | **$ 1,259,565** | **$ 1,196,535** | **$ 1,282,227** | |
| ***Revenues*** | | | | | | | | | | | | | | | |
| **State** | | | | | | | | | | | | | | | |
| LCFF - net state aid | $ 4,819,925 | $ 240,996 | $ 240,996 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ 433,793 | $ - | $ 4,819,925 |
| LCFF - education protection account | $ 668,979 | $ - | $ - | $ 167,245 | $ - | $ - | $ 167,245 | $ - | $ - | $ 167,245 | $ - | $ - | $ 167,245 | $ - | $ 668,979 |
| Lottery | $ 109,670 | $ - | $ - | $ - | $ - | $ - | $ - | $ 27,418 | $ - | $ - | $ 27,418 | $ - | $ - | $ 54,835 | $ 109,670 |
| Mandate block grant | $ 18,847 | $ - | $ - | $ - | $ - | $ 18,847 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,847 |
| ASES grant | $ 118,673 | $ - | $ - | $ - | $ - | $ - | $ 41,536 | $ - | $ - | $ - | $ 29,668 | $ - | $ - | $ 47,469 | $ 118,673 |
| SB740 facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| State SpEd | $ 462,318 | $ 23,116 | $ 23,116 | $ 41,609 | $ 41,609 | $ 41,609 | $ 41,609 | $ 41,609 | $ 41,609 | $ 41,609 | $ 25,797 | $ 832 | $ - | $ 98,196 | $ 462,318 |
| State nutrition | $ 15,431 | $ - | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ 1,403 | $ - | $ 15,431 |
| Other state | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal State | $ 6,213,844 | $ 264,112 | $ 265,515 | $ 644,049 | $ 476,805 | $ 495,651 | $ 685,585 | $ 504,222 | $ 476,805 | $ 644,049 | $ 518,079 | $ 436,028 | $ 602,441 | $ 200,501 | $ 6,213,844 |
| **Federal** | | | | | | | | | | | | | | | |
| Title I/II/III | $ 288,280 | $ - | $ - | $ - | $ - | $ - | $ 115,312 | $ - | $ - | $ - | $ 115,312 | $ - | $ - | $ 57,656 | $ 288,280 |
| CSFIG facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Federal SpEd | $ 70,767 | $ - | $ - | $ - | $ - | $ - | $ - | $ 17,692 | $ - | $ - | $ - | $ 17,692 | $ - | $ 35,384 | $ 70,767 |
| Federal nutrition | $ 236,601 | $ - | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ - | $ 236,601 |
| Other federal | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal Federal | $ 595,649 | $ - | $ 21,509 | $ 21,509 | $ 21,509 | $ 21,509 | $ 136,821 | $ 39,201 | $ 21,509 | $ 21,509 | $ 136,821 | $ 39,201 | $ 21,509 | $ 93,040 | $ 595,649 |
| **Local** | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | $ 1,141,029 | $ 68,462 | $ 136,923 | $ 91,282 | $ 91,282 | $ 91,282 | $ 91,282 | $ 91,282 | $ 159,744 | $ 79,872 | $ 79,872 | $ 79,872 | $ 79,872 | $ - | $ 1,141,029 |
| Local nutrition | $ 2,584 | $ - | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ 235 | $ - | $ 2,584 |
| Other local | $ 20,000 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ - | $ 20,000 |
| Subtotal Local | $ 1,163,613 | $ 70,128 | $ 138,825 | $ 93,184 | $ 93,184 | $ 93,184 | $ 93,184 | $ 93,184 | $ 161,646 | $ 81,774 | $ 81,774 | $ 81,774 | $ 81,774 | $ - | $ 1,163,613 |
| Total Revenues | $ 7,973,106 | $ 334,241 | $ 425,849 | $ 758,743 | $ 591,498 | $ 610,345 | $ 915,590 | $ 636,607 | $ 659,960 | $ 747,332 | $ 736,674 | $ 557,003 | $ 705,724 | $ 293,541 | $ 7,973,106 |
| ***Expenses*** | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | $ 2,707,485 | $ 216,599 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ 226,444 | $ - | $ 2,707,485 |
| (2000) Classified Salaries | $ 1,223,476 | $ 85,643 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ 103,439 | $ - | $ 1,223,476 |
| (3000) Employee Benefits | $ 1,539,626 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 107,774 | $ 246,340 | $ 1,539,626 |
| (4000) Books/Supplies | $ 560,621 | $ 56,062 | $ 56,062 | $ 44,850 | $ 42,047 | $ 42,047 | $ 42,047 | $ 42,047 | $ 42,047 | $ 42,047 | $ 42,047 | $ 42,047 | $ 42,047 | $ 25,228 | $ 560,621 |
| (5000) Services/Other Operating Expenses | $ 645,097 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 49,995 | $ 45,157 | $ 645,097 |
| (5870) Interest | $ 167,927 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ - | $ 167,927 |
| (6000) Capital Outlay | $ 584,000 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ - | $ 584,000 |
| (7000) All Other Outgo | $ 916,075 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ 76,340 | $ - | $ 916,075 |
| Total Expenses | $ 8,344,306 | $ 655,073 | $ 682,715 | $ 671,502 | $ 668,699 | $ 668,699 | $ 668,699 | $ 668,699 | $ 668,699 | $ 668,699 | $ 668,699 | $ 668,699 | $ 668,699 | $ 316,725 | $ 8,344,306 |
| **Surplus/(Deficit)** | **$ (371,200)** | **$ (320,833)** | **$ (256,865)** | **$ 87,240** | **$ (77,201)** | **$ (58,354)** | **$ 246,891** | **$ (32,092)** | **$ (8,739)** | **$ 78,633** | **$ 67,975** | **$ (111,696)** | **$ 37,025** | **$ (23,184)** | **$ (371,200)** |
| *Assets* | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | $ 289,451 | $ 144,726 | $ 57,890 | $ 57,890 | $ 28,945 | | | | | | | | | $ - | $ - |
| *Liabilities* | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | $ (297,397) | $ (148,698) | $ (59,479) | $ (59,479) | $ (29,740) | | | | | | | | | $ - | $ - |
| Current Loans | $ (282,596) | | | | | | | $ (282,596) | | | | | | $ - | $ - |
| | | | | | | | | | | | | | | $ - | $ - |
| *Capital Expenditures* | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | $ - | $ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | $ - | $ - |
| Other Capital Expenditures | | | | | | | | | | | | | | $ - | $ - |
| Depreciation (add back) | | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ (584,000) | $ (584,000) |
| Inter Aspire Transfers | | | | | | | | | | | | | | | $ - |
| **Ending Cash Balance** | | **$ 1,060,645** | **$ 850,858** | **$ 985,176** | **$ 955,847** | **$ 946,159** | **$ 1,241,717** | **$ 975,696** | **$ 1,015,623** | **$ 1,142,923** | **$ 1,259,565** | **$ 1,196,535** | **$ 1,282,227** | | |

## Cash Flow

| 2021-2022 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash Balance** | | **$ 1,282,227** | **$ 988,544** | **$ 765,630** | **$ 896,688** | **$ 865,719** | **$ 855,915** | **$ 1,155,301** | **$ 884,118** | **$ 923,929** | **$ 1,051,113** | **$ 1,171,229** | **$ 1,107,776** | **$ 1,192,421** | |
| ***Revenues*** | | | | | | | | | | | | | | | |
| **State** | | | | | | | | | | | | | | | |
| LCFF - net state aid | $ 5,046,669 | $ 252,333 | $ 252,333 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ 454,200 | $ - | $ 5,046,669 |
| LCFF - education protection account | $ 668,979 | $ - | $ - | $ 167,245 | $ - | $ - | $ 167,245 | $ - | $ - | $ 167,245 | $ - | $ - | $ 167,245 | $ - | $ 668,979 |
| Lottery | $ 109,670 | $ - | $ - | $ - | $ - | $ - | $ - | $ 27,418 | $ - | $ - | $ 27,418 | $ - | $ - | $ 54,835 | $ 109,670 |
| Mandate block grant | $ 18,847 | $ - | $ - | $ - | $ - | $ 18,847 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,847 |
| ASES grant | $ 118,673 | $ - | $ - | $ - | $ - | $ - | $ 41,536 | $ - | $ - | $ - | $ 29,668 | $ - | $ - | $ 47,469 | $ 118,673 |
| SB740 facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| State SpEd | $ 472,658 | $ 23,633 | $ 23,633 | $ 42,539 | $ 42,539 | $ 42,539 | $ 42,539 | $ 42,539 | $ 42,539 | $ 42,539 | $ 26,374 | $ 851 | $ - | $ 100,392 | $ 472,658 |
| State nutrition | $ 15,959 | $ - | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ 1,451 | $ - | $ 15,959 |
| Other state | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal State | $ 6,451,454 | $ 275,966 | $ 277,417 | $ 665,435 | $ 498,190 | $ 517,037 | $ 706,970 | $ 525,608 | $ 498,190 | $ 665,435 | $ 539,111 | $ 456,502 | $ 622,896 | $ 202,697 | $ 6,451,454 |
| **Federal** | | | | | | | | | | | | | | | |
| Title I/II/III | $ 298,139 | $ - | $ - | $ - | $ - | $ - | $ 119,256 | $ - | $ - | $ - | $ 119,256 | $ - | $ - | $ 59,628 | $ 298,139 |
| CSFIG facility grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Federal SpEd | $ 73,188 | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,297 | $ - | $ - | $ - | $ 18,297 | $ - | $ 36,594 | $ 73,188 |
| Federal nutrition | $ 244,693 | $ - | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ - | $ 244,693 |
| Other federal | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Subtotal Federal | $ 616,020 | $ - | $ 22,245 | $ 22,245 | $ 22,245 | $ 22,245 | $ 141,501 | $ 40,542 | $ 22,245 | $ 22,245 | $ 141,501 | $ 40,542 | $ 22,245 | $ 96,222 | $ 616,020 |
| **Local** | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | $ 1,141,029 | $ 68,462 | $ 136,923 | $ 91,282 | $ 91,282 | $ 91,282 | $ 91,282 | $ 91,282 | $ 159,744 | $ 79,872 | $ 79,872 | $ 79,872 | $ 79,872 | $ - | $ 1,141,029 |
| Local nutrition | $ 2,673 | $ - | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ 243 | $ - | $ 2,673 |
| Other local | $ 20,000 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ 1,667 | $ - | $ 20,000 |
| Subtotal Local | $ 1,163,702 | $ 70,128 | $ 138,833 | $ 93,192 | $ 93,192 | $ 93,192 | $ 93,192 | $ 93,192 | $ 161,654 | $ 81,782 | $ 81,782 | $ 81,782 | $ 81,782 | $ - | $ 1,163,702 |
| Total Revenues | $ 8,231,176 | $ 346,095 | $ 438,495 | $ 780,872 | $ 613,627 | $ 632,474 | $ 941,663 | $ 659,341 | $ 682,089 | $ 769,461 | $ 762,393 | $ 578,825 | $ 726,922 | $ 298,919 | $ 8,231,176 |
| ***Expenses*** | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | $ 2,800,081 | $ 224,006 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ 234,189 | $ - | $ 2,800,081 |
| (2000) Classified Salaries | $ 1,265,318 | $ 88,572 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ 106,977 | $ - | $ 1,265,318 |
| (3000) Employee Benefits | $ 1,614,656 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 113,026 | $ 258,345 | $ 1,614,656 |
| (4000) Books/Supplies | $ 579,794 | $ 57,979 | $ 57,979 | $ 46,384 | $ 43,485 | $ 43,485 | $ 43,485 | $ 43,485 | $ 43,485 | $ 43,485 | $ 43,485 | $ 43,485 | $ 43,485 | $ 26,091 | $ 579,794 |
| (5000) Services/Other Operating Expenses | $ 667,159 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 51,705 | $ 46,701 | $ 667,159 |
| (5870) Interest | $ 167,927 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ 13,994 | $ - | $ 167,927 |
| (6000) Capital Outlay | $ 584,000 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ - | $ 584,000 |
| (7000) All Other Outgo | $ 946,833 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ 78,903 | $ - | $ 946,833 |
| Total Expenses | $ 8,625,769 | $ 676,852 | $ 705,439 | $ 693,843 | $ 690,944 | $ 690,944 | $ 690,944 | $ 690,944 | $ 690,944 | $ 690,944 | $ 690,944 | $ 690,944 | $ 690,944 | $ 331,137 | $ 8,625,769 |
| **Surplus/(Deficit)** | **$ (394,593)** | **$ (330,758)** | **$ (266,944)** | **$ 87,029** | **$ (77,317)** | **$ (58,470)** | **$ 250,719** | **$ (31,603)** | **$ (8,855)** | **$ 78,517** | **$ 71,449** | **$ (112,119)** | **$ 35,978** | **$ (32,218)** | **$ (394,593)** |
| *Assets* | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | $ 293,541 | $ 146,770 | $ 58,708 | $ 58,708 | $ 29,354 | | | | | | | | | $ - | $ - |
| *Liabilities* | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | $ (316,725) | $ (158,362) | $ (63,345) | $ (63,345) | $ (31,672) | | | | | | | | | $ - | $ - |
| Current Loans | $ (288,247) | | | | | | | $ (288,247) | | | | | | $ - | $ - |
| | | | | | | | | | | | | | | $ - | $ - |
| *Capital Expenditures* | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | $ - | $ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | $ - | $ - |
| Other Capital Expenditures | | | | | | | | | | | | | | $ - | $ - |
| Depreciation (add back) | | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ 48,667 | $ (584,000) | $ (584,000) |
| Inter Aspire Transfers | | | | | | | | | | | | | | | $ - |
| **Ending Cash Balance** | | **$ 988,544** | **$ 765,630** | **$ 896,688** | **$ 865,719** | **$ 855,915** | **$ 1,155,301** | **$ 884,118** | **$ 923,929** | **$ 1,051,113** | **$ 1,171,229** | **$ 1,107,776** | **$ 1,192,421** | | |

# Appendix XIX:
# Aspire Public Schools' Executive Team Biographies

# Aspire Public Schools Executive Team Biographies

## Mala Batra, Interim Chief Executive Officer

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations - overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as the its first expansion city outside of California. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's 38 schools and 4 regions.

Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

## Mary Cha-Caswell, Chief Operating Officer

Mary joins Aspire with over 20 years of experience in business management, operations and information technology. Having spent the majority of her career with Gap, Inc., Mary has extensive experience leading teams, transformative projects and navigating organization-wide change while running domestic and international businesses. In her role, she will oversee Aspire's Operations, People, Data & Assessment and Technology teams. Mary also serves on the Board of Directors for the San Francisco AIDS Foundation.

## Anupam Mishra, Chief People Officer

Anupam serves as the Chief People Officer for Aspire, responsible for ensuring Aspire is THE employer of choice for the top educators in California and Tennessee. As a member of the senior leadership team, Anupam focuses on Aspire-wide strategic issues with a particular emphasis on culture, equity, recruiting, and professional development.

Prior to joining Aspire in November of 2017, Anupam spent most of his career driving innovation and excellence in the private sector. As managing director of Hellman & Friedman, he invested in and coached organizations from good to great, developing high-performance, people-driven cultures. Under his leadership, companies like Renaissance Learning and Ellucian launched pioneering software tools to support educators and students in more than 40,000 K-12 schools and 2,400 universities, respectively. Anupam also has served various non-profits, including advising the New Schools Venture Fund and acting as a Director on the board of a secondary charter school in East Palo Alto.

Anupam holds a B.A. and M.B.A. from Harvard University, and is currently a Fellow in the Broad Academy, a national professional development program for urban school system leaders. Anupam has been married to his college sweetheart Kavita for over 16 years and has two young boys.

## Ian Roberts, Chief Schools Officer

In joining our Aspire family, Ian brings a wealth of experience, compassion, and commitment to supporting students of color living in low-income neighborhoods. Ian currently serves as the middle and high school network superintendent for over 26,500 students in St. Louis Public Schools. Prior to his work in St. Louis, he served in various roles in charter and district-run schools in New York, Washington D.C., and Baltimore.

## Jennifer Garcia, Chief Academic Officer

Jennifer is a veteran Principal at Aspire Ollin Preparatory Academy. As the Chief Academic Officer, she will lead Aspire's instructional vision and program design.

Jennifer has a deep dedication as an educator. Jennifer's 20 years as an educator include 10 as a Humanities and SPED teacher, 8 years as an Aspire principal, and 5 years as a lead principal helping drive our college partnerships and initiatives work.

She has a long-standing commitment to social justice. An Ethnic Studies major in college, Jennifer then transformed her undergraduate commitment to social justice into real-world application and impact as the architect of a deeply meaningful school culture at Ollin, and as a professor of ethics and leadership at CSU Dominguez Hills for the past 5 years.

## Nickalous Manning, Area Superintendent - Memphis

With his Aspire start in 2012 as the Memphis Community Outreach and Partnerships Manager, Dr. Manning has continued to make his mark on Aspire Memphis as Principal of Hanley Elementary for two years, as Director of Curriculum and Instruction for the region, and most recently as Memphis Associate Superintendent and valued member of the Senior Education Team. In 2018, Dr. Manning became Aspire's second ever Memphis Area Superintendent. Dr. Manning has been instrumental in several turnaround schools in Memphis, Tennessee through his work as an assistant principal, principal, and associate superintendent. During his time in these roles, all of his schools experienced double-digit academic gains. Throughout his career, Dr. Manning has received training through New Leaders for New Schools, Harvard Principals Center, Urban Education Center, and Research for Better Teaching. In his fifteen years of being an educator in both district-run public schools and public charter schools, Nickalous served in several capacities including: teacher, coach, assistant principal, principal resident, principal, director of strategic partnerships, director of curriculum, and associate superintendent.

Dr. Manning has been named Airways Teacher of the Year, was featured in the Tennessee Education Association's training video, "Leadership Series," and has led a host of leadership teams and professional development series. Moreover, Dr. Manning has been a distinguished lecturer at Christian Brothers University, Trevecca Nazarene University, Memphis City School's Teaching and Learning Academy, Urban Education Center, and adjunct professor for Performance Learning Systems in conjunction with Christian Brothers University.

Dr. Manning earned his Bachelor's degree from the University of Tennessee at Chattanooga in Secondary Education with concentrations and certifications in Economics and U.S. and World History. He also completed a Master's in Educational Leadership from Trevecca Nazarene University. While completing his Doctorate at Trevecca, his dissertation on single gender education earned him the coveted Trevecca Nazarene University's Dissertation Award.

Dr. Manning resides in Memphis, Tennessee with his wife, Lequite, and two sons, Miller and Maxwell. In his spare time, he enjoys reading and supporting the development of children.

## Kate Ford, Area Superintendent – Los Angeles

Kate comes to Aspire from the Bill and Melinda Gates Foundation where she was a Senior Program Officer on the State and District Network Team led by Aspire's founder, Don Shalvey. Kate oversaw education grants to The College Ready Promise (Alliance, Aspire, Green Dot, and PUC) and to the states of California, Tennessee, and New Mexico.

Prior to joining the Foundation, Kate was the Executive Director/Principal of Peabody Charter School in Santa Barbara. She spent 20 years as a director/principal in public, charter, and private elementary and secondary schools in Lodi, San Jose, and Phoenix; and she was a middle and high school English and drama teacher for fifteen years. Kate was Regional Vice President for Advantage Charter Schools, where she oversaw the management and educational programs of several schools located in Texas and Arizona. In addition, Kate has received two Educator of the Year awards.

## Kimi Kean, Area Superintendent – Bay Area

Kimi Kean has been honored to serve as the Bay Area Superintendent at Aspire Public Schools since June 2014. Kimi was raised in the Bay Area, in both East Palo Alto and Oakland. She is a former high school drop out who used her energy and determination to return to community college and eventually earn degrees from UC Berkeley and Columbia University Teachers College. Since 1996, Kimi has worked in youth development, leading college awareness and academic support programs for off-track adolescents before teaching English in Japan. Kimi taught in a dual language program in NYDOE, before founding a small school in East Oakland, where she eventually served as principal for five years. Acorn Woodland Elementary was one of the highest improving schools in California and was designated a California Distinguished School in 2010. Kimi was recognized for Leadership Excellence by New Leaders and as Principal of the Year by OUSD in 2007. Kimi is a proud fellow of New Leaders Cohort 4 and built on her passion for school leadership through serving as the Regional Executive Officer for 24 elementary and middle schools in Oakland Unified School District.

Excited about new possibilities in the charter school movement, Kimi transitioned to Aspire Public Schools in 2014. As the Area Superintendent, Kimi manages the performance of all 11 Aspire Bay Area schools to achieve our AspireForward targets through providing our scholars

with an extraordinary, college-ready educational experience. As Area Superintendent, Kimi supervises and coaches regional leaders to cascade leadership practices and instructional/cultural systems across our schools. At Aspire Bay Area, Kimi manages the regional priorities and strategy and directly supports all 6-12 secondary sites and our post-secondary success initiatives. Kimi's best days are those spent in school coaching school leaders in the practices of leading content, observation and feedback and data meetings.

Kimi loves Aspire because of our phenomenal school leaders, our dedicated educators and talented team. Her love of Aspire is predicated on the ability to focus intensively and relentlessly on the important and hard work of improving the quality of teaching in our classrooms. She breathes the urgency of improving learning and results for our scholars every day. Two fun facts about Kimi are 1) her obsession with bitmoji and 2) reading intense non-fiction. Outside of work, Kimi loves being a mom to two wonderful daughters, 11 and 15 years old and supporting her partner in his new endeavor – Paulista Brazilian Kitchen and Taproom. To keep up her energy she practices the Dailey Method and is always ready to drop it down low for a turned-out-squats challenge.

## Anthony Solina, Area Superintendent – Central Valley

Tony is the Area Superintendent for Aspire Central Valley. An educator at heart, Tony has taught students from preschool to college. Before earning his teaching credential he taught Montessori preschool where he learned to value constructivist learning. He has taught master's level coursework on equity, data driven culture, educational theory and site action planning for the University of the Pacific, Aspire University, and the Teachers College of San Joaquin.

Tony returned to his hometown of Stockton, CA to join Aspire Public Schools in 2002 as a first year teacher. He moved to open Aspire Langston Hughes Academy as the lead teacher in 2005 where he would return as principal in 2008 after opening Aspire Port City Academy as a new principal, in one of the first Statewide Benefit Charters. Both schools were awarded the California Distinguished Skills honor and grew in enrollment from 120 to over 1,100 students in a combined new facility in 2012. Most recently, Tony was Associate Superintendent or Secondary and Aspire-wide projects for Aspire Central Valley before being named Area Superintendent in summer 2018.

Tony earned a Bachelor's Degree from Sacramento State and an M.Ed. and teaching credential from the University of San Diego. Additionally, Tony completed a three year Stanford principal fellowship. He is currently working on his Ed.D. in Education Administration from the University of the Pacific exploring resilience among African American Males and admission to highly selective universities (expected completion June 2017).

## James Gallagher, Vice President of Education

James joined Aspire in 2004; when he began as a high school Humanities teacher at Aspire Lionel Wilson College Preparatory Academy. During his 5 years at Wilson Prep, James served as

lead teacher and Dean of Academics. In 2009, after teaching one year at Aspire California College Preparatory Academy, James joined the Instructional Coach team as a Secondary Humanities Coach. In his most recent role as Sr. Director of Instruction, James has led both our Teacher Effectiveness initiatives and our Aspire-wide Instructional Coach team. James earned his Bachelor's degree from Binghamton University and a law degree from George Washington Law School.

## Bess Kennedy, Vice President of Advancement

While Bess has been in the law field for the past decade, working in San Francisco as Litigation and Employment Counsel for Morgan, Lewis & Bockius LLP (formerly Bingham McCutchen, LLP), she has been connected to Aspire over the years. She started as a 4th grade teacher at East Palo Alto Charter School (EPACS) in 1999 (before it was an Aspire school)! Then in 2001 she helped co-found the Development office at EPACS creating the foundation for a fundraising program at the school. Bess has remained on the EPACS/EPAPA Advisory Board ever since, which she also helped establish. Bess holds a BA in Philosophy from Stanford University and a JD from New York University School of Law.

## Kara Maguire, Vice Present of People

Kara joins Aspire after seven years with Uncommon Schools, where she most recently led teams managing Recruitment, Diversity and Talent Development for 50 charter schools in the Northeast. Previous to Uncommon, Kara was a founding staff member of Iridescent, a non-profit that brings high quality science education to urban communities, as well as a 6th grade math and science teacher with LAUSD. Kara was a Teach For America corps member and also served TFA as an Assessment Designer, Professional Learning Community Facilitator and Curriculum Specialist at the Los Angeles Institute. Kara graduated from the University of Puget Sound with dual degrees in Business Leadership and Theatre Arts, as well as from Loyola Marymount University with a Master of Arts in Teaching.

# Appendix XX:
# Aspire Public Schools' Fiscal Control Policies

# Fiscal Control Policy and Procedures

Effective: February 7, 2019

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# Introduction

Aspire Public Schools ("Aspire"), a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. Aspire has developed this Fiscal Control Policies and Procedures document to provide the organization with a summary of its fiscal control policies and procedures.

Management may amend this guide as needed. The Board of Directors will review and approve the guide at least annually.

# Purpose

The policies and procedures within this guide are designed to safeguard Aspire's assets, implement management's internal finance and accounting policies, facilitate compliance with applicable laws and regulations, and produce timely and accurate financial information in the furtherance of its mission. Aspire's Board and employees shall follow the policies and procedures prescribed herein.

# Internal Control Policies

Internal control policies provide Aspire with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, Aspire Public Schools has additional responsibilities to ensure the public's confidence and the integrity of our schools' activities.

Aspire has a centralized finance and accounting department in the Home Office to ensure the integrity of finances, to create appropriate control mechanisms, and to provide a basis for sound financial decision-making. The finance and accounting department prescribes and oversees specific school-site finance and accounting related activities. The finance and accounting functions are overseen by the Chief Financial Officer. In addition, Aspire has an internal audit function, overseen by the Director of Operations, to monitor and review school site specific finance and operating activities to ensure a feedback loop on the effectiveness of controls in addition to the annual external audit performed by Gilbert Associates, Inc.

# I. Compliance with Laws

Aspire Public Schools will follow all the relevant laws and regulations that govern Charter Schools within California and Tennessee. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

The following are specific policies of Aspire:

## A. POLITICAL CONTRIBUTIONS

No funds or assets of Aspire may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Aspire for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Aspire also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Political contributions by an employee that are reimbursed through expense accounts or in other ways.

2. Purchase by the Organization of tickets for political fundraising events.

3. Contributions in kind, such as lending employees to political parties or using Aspires' assets in political campaigns.

## B. RECORD KEEPING

To provide an accurate and auditable record of all financial transactions, Aspires' books, records, and accounts are maintained in conformity with generally accepted accounting principles. Further, Aspire specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Aspire.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.

*Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.*

# II. Conflict of Interest Policy

## A. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Aspire Public Schools' ("Charter School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California and Tennessee public charter schools; and (ii) the Charter School's Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*), including the appendices attached thereto. In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall govern.

### 1. DESIGNATED EMPLOYEES

Members of the Board of Directors ("Board"), and employees of the Charter School who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees" listed in the Charter School's Conflict of Interest Code.

### 2. DISQUALIFICATION

No designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## 3. MANNER OF DISCLOSURE OF DISQUALIFYING INTEREST

*a) Non-Board Member Designated Employees*

*When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School General Counsel who shall record the employee's disqualification. If the Chief Executive Officer has a disqualifying interest, this determination and disclosure shall be made in writing to the Chair of the Board and the General Counsel.*

*b) Board Members*

*Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest only is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.*

*This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.*

## 4. PROCEDURES FOR ADDRESSING A OF DISQUALIFYING INTEREST

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A Board member with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the Charter School is prohibited from entering into the contract altogether, unless a "remote interest" exception under Section 1091 applies or a "non-interest" exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the Charter School is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a "non-interest" exception under Section 1091.5 applies.

In addition, if a conflict of interest exists that involves a "self-dealing transaction" under California Corporations Code Section 5233, after exercising due diligence, the Board shall determine whether the Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable without producing a conflict of interest, the Board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Charter School's best interest, is for the Charter School's own benefit, and is fair and reasonable to the Charter School. In conformity with the above determination, the Board shall make its decision as to whether to enter into the transaction or arrangement. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in Section 5233 regarding self-dealing transactions, and compliance with the Political Reform Act and Section 1090 as applicable, shall constitute compliance with this Policy.

## III. Whistleblower Protection Policy

In keeping with the policy of maintaining the highest standards of conduct and ethics, Aspire Public Schools will investigate any suspected fraudulent or dishonest use or misuse of Aspire Public Schools' resources or property by employees, Board members, consultants, or volunteers.

Aspire is committed to promoting compliance with the laws, rules, and regulations that govern its business operations and encouraging its employees to report unlawful conduct. Below are the procedures by which employees may report complaints or concerns about any fraudulent, illegal or unethical conduct within the organization.

Employees are often the first to become aware of unethical behavior or business improprieties, but may not express their concerns for fear of retaliation. Aspire will not

tolerate harassment, retaliation or reprisals of any kind against any employee who has, in good faith, protested or raised a complaint about some policy or practice of the organization or any of its employees.

## A. WE ENCOURAGE A SPEAK UP CULTURE

Choosing to speak up about workplace concerns helps builds a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

Follow Aspire's Commitment to our Code and the Law.

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with:

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

## B. RAISE GOOD FAITH QUESTIONS AND CONCERNS ABOUT CONDUCT THAT MAY VIOLATE OUR CODE

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our "Code" should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire's policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire's contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in Aspire Public Schools' Employee Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of the Employee Handbook address the confidentiality of Aspire's trade secrets and other proprietary information. (See Section 3.11. of the Employee Handbook) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is: (A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

## C. ASPIRE DOES NOT TOLERATE RETALIATION

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee's salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;
- Threatening an employee who has made a report;

- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire's policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

## D. HOW TO RAISE QUESTIONS AND CONCERNS

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to:

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency about conduct believed to violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

### E. WHAT ASPIRE WILL DO

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

### F. ADHERENCE TO THIS POLICY

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

## IV. Document Retention Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

### *A.* DOCUMENT RETENTION SCHEDULE

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

When records may be classified under more than one category, the longest retention period shall apply.

## Corporate Records

| | |
|---|---|
| Articles of Incorporation | Permanent |
| Corporate Bylaws | Permanent |
| School Charters | Permanent |
| IRS Form 1023 to File for Tax-Exempt and/or Charitable Status | Permanent |
| IRS Letter of Determination Granting Tax Exempt Status | Permanent |
| Board Policies/Resolutions | Permanent |
| Board and Committee Meeting Agendas, Minutes, Packets | Permanent |
| Sales Tax Exemption Documents | Permanent |
| Tax ID Number Designations | Permanent |
| Annual Corporate Filings | Permanent |
| Form 700 | 7 years |

## Financial Records

| | |
|---|---|
| Chart of Accounts | Permanent |
| Fiscal Policies & Procedures | Permanent |
| Audit Reports & Financial Statements | Permanent |
| General Ledgers | Permanent |
| Check Registers/Books | 7 years |
| Business Expenses Documents | 7 years |
| Bank Deposit Slips | 7 years |
| Cancelled Checks | 7 years |
| Invoices | 7 years |
| Investment Records (deposit, earning, withdrawals) | 7 years |
| Property & Asset Inventories | 7 years |
| Petty Cash & Credit Card Receipts /Documents | 7 years |
| Bank Statements | 7 years |
| Purchase Orders | 7 years |
| Accounts Payable & Accounts Receivables Ledgers/Schedules | 7 years |
| Debt Schedules | 7 years |
| Annual Budgets | 2 years |
| Interim Financial Reports | 2 years |

## Tax Records

| | |
|---|---|
| State Application for Tax Exempt Status (Form 3500) | Permanent |
| State Determination Letter Granting Tax Exempt Status | Permanent |
| IRS Annual Tax Filing Form 990 | Permanent |
| FTB Annual Form 199 | Permanent |
| Payroll Registers | Permanent |
| IRS Form 1099 Filings | 7 years |

| | |
|---|---|
| Property Tax BOE- 268-A | 7 years |
| Payroll Tax Returns and Withholding Returns | 7 years |
| Earnings Records | 7 years |
| W-2 & W-4 Statements | 7 years |

## Personnel Records

| | |
|---|---|
| Employee Offer Letters | Permanent |
| Confirmation of Employment Letters | Permanent |
| Benefits Descriptions Per Employee | Permanent |
| Pension Records | Permanent |
| Employment Contracts | 7 years after termination |
| Promotions, Demotions, Letter of Reprimand, Letter of Termination, Referrals, Disciplinary Notices, Performance Evaluations | 7 years after termination |
| Job Descriptions & Performance Goals | 7 years after termination |
| I-9 Forms | 5 years after termination |
| Workers' Compensation Records | 5 years after date of injury and 2 years after claim has been closed |
| Employee Salary Information (pay rates, market factors, job classifications) | 3 years |
| Employee Wages | 3 years |
| Employee Handbook & Policies | Current + 3 years |
| Time Reports | 3 years after termination |
| Employee Application & Resumes | 3 years after termination |

## Insurance Records

| | |
|---|---|
| Insurance Policies | Permanent |
| Certificates of Insurance | Permanent |
| Insurance Claims Applications & Related Correspondence | Permanent |
| Insurance Disbursements/ Denials | Permanent |
| Employee Benefit Plans | Permanent/ Until Superseded |

## Contracts

| | |
|---|---|
| All Insurance Contracts | Permanent |
| Construction Contracts & Permits | Permanent |
| Loan/Mortgage & Real Estate Documents | Permanent |
| Leases/Deeds | Permanent |
| Legal Memoranda and Opinions | Permanent |
| Legal Correspondence | Permanent |

## Legal Files and Papers

| | |
|---|---|
| Court Orders | Permanent |
| Any Other Contracts (including vendor contracts) | 7 years |
| Warranties | 7 years |
| Litigation Files | 1 year after expiration of appeals or time for filing appeals |

## Donations / Fundraising Records

| | |
|---|---|
| Grant Dispersal Contract | Permanent |
| Donor Lists | 7 years |
| Grant Applications | 7 years |
| Donor Acknowledgments | 7 years |

## Management & School Site Plans and Compliance

| | |
|---|---|
| P-1, P-2 & P-Annual State Report (Form J-18/19) | Permanent |
| LCAPs | Permanent |
| LEA Plans, ConApps, Title I Plans, Technology Plans & any other schools' funding sources | Permanent |
| Student and Family Handbook | Permanent |
| Staffing, programs, marketing, finance, fundraising and evaluation plans | 7 years |
| Strategic Plan | 7 years |
| Disaster Recovery Plan | 7 years |
| SARCs | 3 years |
| School Instructional Calendars & School Bell Schedules | Keep for the duration of current school Charter |

## Pupil Records

| Mandatory Permanent:<br>Individual Student Record *(original or copy)* which shall consist of the following: | Permanent* |
|---|---|
| a) Legal name of pupil<br>b) Date of birth<br>c) Method of verification of birth<br>d) Sex of pupil<br>e) Place of birth<br>f) Name and address of parent of minor pupil<br>g) Address of minor pupil if different than above.<br>h) An annual verification of the name and address of the parent and the residence of the pupil.<br>i) Entering and leaving date of each school year and for any summer session or other extra session.<br>j) Subjects taken during each year, half-year, summer session, or quarter.<br>k) If grades or credit are given, the grade or number of credits toward graduation allows for work taken.<br>l) Verification of or exemption from required immunizations.<br>m) Date of high school graduation or equivalent. | |
| Interim Permanent: *(original or copy)* which shall consist of the following: | 3 years after student leaves the school |
| a) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record;<br>b) Health information;<br>c) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge;<br>d) Language training records;<br>e) Progress slips and/or notices;<br>f) Parental restrictions regarding access to educational records or related stipulations;<br>g) Parent rejoinders to challenged records and to disciplinary action;<br>h) Parental authorizations or prohibitions of pupil participation in specific programs; and<br>i) Results of standardized tests administered within the preceding three years.<br>j) Photo Release Forms<br>k) Field Trip Permission Slips | |

| | |
|---|---|
| Individual Student Injury Record for which a claim was filed. | 1 year after the claim has been settled or after the statute of limitations has run. |

*Option to microfilm and destroy original.

## B. EMAIL RETENTION

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail message, the message should be printed in hard copy and kept in the appropriate file or moved to an "archive" computer file folder. Backup and recovery methods will be tested on a regular basis.

## C. DOCUMENT PROTECTION

To ensure that documents (hardcopy, online or other media) are available when needed, documents will be stored primarily on site but if needed, off-site storage will be used.

## *D.* DOCUMENT DESTRUCTION

At the end of each school year, hardcopy documents that are eligible for destruction shall be removed from the current-year filing systems and boxed with their potential destruction date and type of records clearly marked on the outside of the storage box.

When the destruction date is reached, hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

### *E.* PROVISION OF DOCUMENTATION FOR INVESTIGATIONS OR LITIGATION

Documents requested and subpoenaed by legally authorized personnel will be provided within the time period legally provided, and in accordance with any applicable Charter School policies. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

## V. Authorized Approvers and Authorization Limits

### A. DEFINITION OF OBLIGATIONS

Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

### B. REVIEW AND DUE CARE

All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

### C. AUTHORIZED APPROVERS AND APPROVAL LIMITS (SEE CHART)

The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

| Teammate Group | Threshold |
|---|---|
| Home Office Staff | No Approval |
| Managers and Directors without budget oversight | ≤ $300 |
| Special Education Program Specialists | ≤ $1,000 |
| Directors with budget oversight | ≤ $3,000 |
| Vice Presidents* and Senior Directors | ≤ $10,000 |
| Chief Officers | ≤ $50,000 |
| CEO and CFO | ≤ $250,000 |

| | |
|---|---|
| Board of Directors | > $250,000 |

* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

| Teammate Group | Threshold |
|---|---|
| Teachers and Other School Site Teammates who are not Supervisors | No Approval |
| Business Managers, Office Managers and Supervisors | ≤ $300 |
| Principals | ≤ $3,000 |
| Associate Area Superintendents | ≤ $10,000 |
| Area Superintendents | ≤ $50,000 |
| CEO and CFO | ≤ $250,000 |
| Board of Directors | > $250,000 |

Any purchase or authorization of service greater than $250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for $2,000,000, individual contracts above $250,000 related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of $120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

## D. APPROVAL PROCESS

Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval.

## E. REVIEW OF POLICY

The Board of Directors is to review this policy and the appropriate limits at least annually.

# VI. Segregation of Duties

Segregation of duties is critical because it ensures separation of different functions and defines authority and responsibility over transactions. Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions.

The fundamental premise of segregated duties is that an individual should not be in a position to initiate, approve, and review the same action. Also, the accounting/reconciling function, and the asset custody function should be separated among employees.

The Chief Financial Officer and Controller must consider the principle of segregation of duties when designing and defining job duties within the finance and accounting department and in overseeing school site specific accounting functions involving the cash receipts and payments. Processes and control procedures should be implemented, to the extent feasible, that segregate duties among employees, including the oversight of activities and transactions.

# VII. Cell Phone Policy

## A. PURPOSE

Aspire Public Schools issues or pays for individual cellular phones for employees who are required to be in close contact with the school or office at all times. While cell phones are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use and for their own and others safety.

## B. POLICY

All employees are required to be professional and conscientious at all times when using Aspire issued or personal cell phones during work hours. Senior Leadership Team members, Principals, Directors and employees requiring a cell phone due to the nature of their role, are eligible for Aspire issued cell phones. Requests should be driven in the hiring process and approved by the employee's manager or supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org. Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones (like the iphone 5s) with no cost to either the organization or employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. Once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

## C. USAGE

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use.

Personal cell phone use is not permitted while you are working. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working on the job.

If you are not issued an Aspire cell phone you are discouraged from using your own personal cell phone for ***"business use"***. Every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Any messages left on your voice mail box are accessible through email.

Each cellular phone line issued under the Aspire Public Schools corporate account with Verizon include 400 minutes and unlimited data/texting. All cell phone minutes are pooled together and Aspire is never charged overages fees unless we reach the maximum minutes for all lines combined (ie. If we have 200 cell lines, we have 80,000 minutes for month). If it is anticipated the employee will use over 1,000 minutes a month, we may consider putting them on a separate plan that allows for more usage. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your cell phone line.

## D. LOST, DAMAGED OR STOLEN CELLULAR PHONES

Our corporate contract with Verizon **does not** include cellular phone insurance so employees should make every effort to protect and look after their Aspire issued cellular phones. In the event your phone is lost, damaged or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

## E. LEAVING ASPIRE?

Phones that are issued for free by Aspire or paid by Aspire, must be returned to the Regional Technology Support Manager where they can be re-issued to another staff member or e-wasted if deemed necessary. All cellular phones paid for by an employee are allowed to be kept by the employee if they are terminated. Cellular phone lines related to terminated employees will be shut off immediately following the last day of employment with Aspire.

## F. DRIVING

Aspire Public Schools has a zero tolerance policy regarding using a cell phone while driving with the following exceptions: For the safety of our employees and others it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone or you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a vehicle to conduct work related business is prohibited. Absolutely no texting while driving is allowed. Violation of this policy will result in disciplinary action up to and including termination.

## G. PERSONAL TELEPHONE CALLS AND TEXTING

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

As mentioned earlier in this policy, you are discouraged from using your own personal cell phone for business use.

# VIII. Donation & Gifts Policy

## A. PURPOSE

The purpose of the Donation & Gift Policy is to delineate policies and guidelines governing the acceptance of gifts by Aspire Public Schools and to provide guidance to prospective donors if making gifts to the organization.

## B. PROHIBITED PRACTICES

Aspire Public Schools solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Aspire Public Schools will not engage in any of the following gift receiving practices:

1. Accepting gifts that violate federal or municipal laws
2. Accepting gifts that would result in Aspire Public Schools losing its status as an IRS 501(c)(3) not-for-profit organization
3. Accepting gifts that require Aspire Public Schools to provide special consideration or treatment to any client, donor, entity, etc.
4. Accepting gifts that require Aspire Public Schools to deviate from its normal hiring, promotion or contracting procedures
5. Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like
6. Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Aspire Public Schools or which may limit our ability to provide our services.

# IX. Fundraising

## A. PURPOSE

The purpose of this document is to establish standard guidelines and procedures governing the initiation, authorization, and review of fundraising activities at Aspire Public Schools. These guidelines are intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state

and federal laws. Aspire Public Schools encourages community and business partnerships that enhance and supplement the public education system. Fundraising provides a means of obtaining valued resources or services for the benefit of the school communities, particularly the students.

(* For guidelines and procedures related to seeking funding through grants, community or regional foundations, or corporate foundations, please contact Bess Kennedy, VP of Advancement)

## B. SCOPE

These guidelines apply to all Aspire Public Schools administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events.

## C. GENERAL STATEMENTS

1. Aspire recognizes a desire and a need for fundraising.
2. Aspire recognizes a need to limit the number of fundraising activities (when applicable) so that the activities do not become too demanding on employees, students and the general public.
3. Aspire has the responsibility to monitor, supervise and control all fundraising activities associated with official school programs and activities.
4. All fundraising activities must have prior approval by either the Superintendent, Associate Superintendents or Principal (depending on the size and scope of the event).
5. Fundraising activity anticipated to raise over $25,000 must have prior approval by the VP of Advancement.
6. Fundraising is permitted within Aspire schools to raise additional funds to supplement school-sponsored academic and co-curricular programs.
7. School Sponsored Activity: An event that is sponsored by the schools (e.g. Spring picnic, fair, sporting event, etc.). School sponsored clubs and activities meet the following criteria:
    - Activities are conducted on school premises under the supervision and guidance of an Aspire staff member
    - Activities adhere to school/student conduct rules and applicable

State/Federal laws
- Participants are limited to enrolled students, approved parent volunteers, and Aspire staff only
- All Participants must have signed "adult voluntary waiver" form on file.

8. Non-School Sponsored activity: An event that is not sponsored by the school are those that don't meet the criteria above. Those activities may include the following: private paid tutoring on school premises between Aspire teacher and Aspire student, Aspire staff personal gym use, etc.

## D. TYPE OF FUNDRAISING

1. Student Organization Solicitations
    a. Student Organizations include:
        i. Student activities under the direction and regulation of the individual Aspire schools, including athletics, speech, drama and music contests student council and yearbook.
        ii. Student activities which include the sale of admission tickets to the general public and/or which are integrated into the curriculum (e.g., performances, theater productions).
2. All School Fundraisers – These are activities where all students, families and staff have the opportunity to participate and contribute to the activity. These are typically done for very specific school related items such as grade level fundraisers. They may also be an ongoing and rotating fundraiser for the whole school.
3. Charitable Giving Campaigns
    a. Campaign is being conducted for the purpose of providing money for a charitable cause not necessarily directly related to any charter goal. Students sell a product, their own effort (e.g. walk-a-thon), a service (e.g. car wash), or contribute money.
    b. Outside Organization Fundraisers
        i. Outside organizations are non-school-funded groups such as sports' booster groups and commercial enterprises that provide supplementary services to existing school entities.

## E. GENERAL FUNDRAISING STANDARDS

1. Aspire Public Schools reserves the right to prohibit, restrict or limit any fundraising activities associated with Aspire Public Schools.
2. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.
3. Participation in fundraising shall not affect a student's grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student's fundraising effort affect his/her participation time or standing on any team, club or group.
4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved by the principal prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other Aspire employee or volunteer.
5. Schools may not impose a sales quota (or the like) as part of fundraising efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.
6. Approval may be denied for fundraising activities that would expose Aspire Public Schools to risk of financial loss or liability if the activity is not successful.
7. Fundraising activities shall be age appropriate.
8. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the office to be included with the deposit detail.
9. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
10. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. These guidelines do not require the release of students' personally identifiable information protected by FERPA.

## F. BEST PRACTICES

- Use numbered tickets or receipts to track all sales
- Document any differences between numbers of tickets sold and ticket beginning and ending numbers (i.e. damaged, lost…etc.)
- At least one signee should be the Office Manager, After School Director or another lead administrator participating in the sale
- Inventory count should take place at least quarterly (monthly is recommended); always perform a beginning and end of year count
- For classroom fundraisers, teachers shall give office managers cash collected for fundraisers the same day of collection (no cash from fundraisers should be left on hand and/or unlocked
- It is suggested that for documentation purposes teachers document cash/checks collected from students (a classroom fundraiser log has been created; please ask home office accounting for tracking sheet)

## G. CASH/ FUNDS COLLECTION AND MANAGEMENT

When handling money, a group undertaking fundraising must ensure that:

- All Aspire Fiscal Control Policies are followed, especially those related specifically to the Site Checking accounts.
- The Office Manager is aware of any proposed Fundraising Activity and arrangements made regarding the secure storage of money well in advance of the activity/event.
- During a fundraiser, cash and checks must be counted on a daily basis.
- Bag fundraiser money in a secure, locked location each day after any sale.
- At least two adults (one of whom is a school official) are present at all times in a secure environment when cash and checks are tallied at the conclusion of the School Fundraising Activity.
- There is appropriate record keeping of revenue and expenditures, including all proof of expense incurred with the Fundraising Activity, e.g. a spread sheet.
    - The Office Manager shall keep an ongoing fundraiser log, to be reviewed monthly by the principal.
- Payments for goods and services related to an event should only be made from the School's checking account or a check request via Coupa, not directly from the event's cash receipts.

### H. DEPOSITS

- All cash and checks received should be deposited at the site's local Wells Fargo branch on a weekly basis. For each deposit, the Office Manager (or representative) must submit the following:
  - Deposit Summary – summary of checks and cash and the reason for the deposit (e.g. fundraising)
  - Copy of deposit receipt from bank
- All deposit documentation must be scanned and uploaded to the school site ledger site with the entry and then stored away in filing cabinets in an orderly manner.

## X. Boosters & Parent Organizations

### A. DEFINITIONS

1. **Parent Teacher Association (PTA):** A formal membership of parents, teachers, and staff devoted to furthering the interests and education of students. PTA's are a part of a National membership where school based groups that choose to belong to the PTA must pay dues to the state and national organizations and abide by state and national group rules. In return, they get memb7er benefits, and they get a voice in the operations of the larger organization. The California State PTA publishes governance, fundraising, and financial guidance for members on its website: www.capta.org
2. **Parent Teacher Organization (PTO):** Like a PTA, a PTO is a formal organization of parents, teachers, and staff devoted to the interests of students but a PTO is formed independently and typically is based out of a single-school or district-level group. It will operate under its own bylaws and generally is concerned with the interests of a single school or district.
3. **Booster Club (Booster):** A Booster Club is a formal organization that supports a sports team, club, or association at a school. They are typically formed at a single-school and most commonly at high schools or secondary schools.

## B. SCOPE

These guidelines exist and apply to all Aspire Public Schools administrators, licensed educators, staff members, students, affiliated organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for Aspire Public Schools and school-sponsored events.

## C. GENERAL STATEMENTS

Boosters and parent organizations (PTA's and PTO's) support Aspire schools and could be an important means of connecting parents and other community members with the curricular and co-curricular activities of students. However, these organizations can also be a liability to Aspire if they do not have the right policies and systems in place to govern the stand-alone organization.

Booster and parent organizations are separate from Aspire and are not governed by the Education Code. However, booster and parent organizations do not have free access to schools and their students. Aspire has, and must maintain, exclusive control and management of its public school system. **Education Code Section 51520 and 51521** require that any solicitation by a school-connected organization and/or activity be one that is authorized by law and permitted by Board policy.

In addition, Education Code Section 51520 prohibits the solicitation of pupils by outside organizations on school property during school hours. Solicitation is defined as "to subscribe or contribute to the funds of, to become members of, or to work for any organization not directly under the control of the school Authorities." A clear separation of responsibilities between the ASB and the various booster and parent organizations should be maintained.

Booster and parent organizations should serve as auxiliaries to Aspire school programs and should conduct activities and fundraising events that primarily involve participation of parents and other adult community members.

Funds raised by booster/parent organizations of Aspire should be used to support school specific programs, however, **no student** will be required to raise funds in order to participate in a program or event. Funds raised should be donated to Aspire schools for specific purposes, like to purchase equipment or materials or send students on a field trip.

Booster/parent funds will not be co-mingled with the student body funds. Aspire's tax exempt status and identification numbers **are not** for booster/parent organization

use. Booster/parent organizations are responsible for their own tax status and accounting. All booster/parent organization tax I.D. numbers must be on file with Aspire Public Schools National Office.

## D. TAX EXEMPT STATUS

Booster and parent organizations **are not** legal components of Aspire Public Schools. Each organization must have its own:

1. Tax identification number (IRS)
2. Bank account
3. Compliance process for IRS and State reporting and disclosure requirements

Organizations who provide receipts to donors as a "charitable tax deductible donation" **must** be officially approved by the IRS as a 501(c)(3) tax-exempt organization. It is important for the organization to be both knowledgeable and compliant with all state and federal laws

## E. RETENTION OF RECORDS BY BOOSTER/PARENT ORGANIZATION

Since these voluntary organizations often suffer from constant turnover of officers and members, it is important the activities of the organization be clearly documented and a procedure for training documents be established. Among the documents that should be retained by the organizations are:

1. Cash Receipts
2. Cash Disbursements and general ledger
3. Bank records
4. Income tax returns
5. Minutes of meetings as defined by organization by-laws

## F. GENERAL DO'S AND DON'TS OF BOOSTER/PARENT ORGANIZATIONS

1. What to do:
    - Obtain IRS tax ID and tax-exempt Status
    - Open bank account separate from Aspire and maintain records as requested
    - Create logo and name separate from Aspire schools to maintain unique identity
    - Raise funds through parent membership and special projects which may include student participation
    - Maintain relationship with specific Aspire school leadership for input of needs
    - Donate purchases to Aspire schools within guidelines
    - Donate funds to Aspire student body accounts for specific student teams/groups

- All capital expenditures over $5,000 must be reported to Aspire's Accounting team

2. What not to do:
   - Conduct fundraising activity requiring students to participate
   - Co-mingle booster and parent organization funds with ASB funds or Aspire school funds
   - Represent booster or parent organization activities as those of any specific Aspire Public School

## G. ALTERNATIVES FOR PARENT PARTICIPATION (IN LIEU OF BOOSTER/PTO)

The process of creating an IRS tax ID and maintaining tax-exempt status can be a burdensome and time-consuming process. Aspire highly encourages and recommends parent participation to support growth of schools and student outcomes.

In lieu of the onerous process of creating an official Booster or Parent Organization legally separated from the school, Aspire allows for parent participation through close involvement with the school program.

1. Participation may consist of (but is not limited to):
   - Weekly/monthly meetings with school staff
   - Organizing and planning fundraising events to support school programs/field trips
   - Involvement and planning for how fundraising proceeds are utilized at school

2. In creating an establishing parent group within the school, parents will avoid:
   - Process for creating IRS Tax ID
   - Annual tax filings for the Booster or Parent Organization
   - Establishing a separate bank account and managing the funds for this account
   - Creating organization by-laws and Board of Directors

# XI. Security of Financial Data

Financial Data includes all information stored within Aspire's MIP system, payroll information in Ultimate Software, and Invoice and Expense information in Coupa. Aspire Public Schools manages access to data based on an individual's role and job function.

- Users are granted access to only the systems that they need to use for their work.
- Within each system, role-based access is implemented using a combination of security groups and direct system administrator oversight.
- Aspire Public Schools has deployed email encryption functionality, and trains employees to use email encryption whenever sensitive data is transmitted.
- Multi-factor authentication is standard for all users attempting to access data from outside Aspire's network.
- Aspire Public Schools hosts the MIP system on-premise, behind our firewall. Access is limited to only the relevant users on our Finance team, and technical administrators. A locally installed application is required for users to access the system.

# XII. Password Policy

## A. OVERVIEW

Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in a compromise of Aspire Public School's entire network. As such, all Aspire Public School's employees (including contractors and vendors) with access to Aspire's systems are responsible for taking the appropriate steps, as outlined below, to select and secure their password.

## B. PURPOSE

The purpose of this policy is to establish a standard for the creation of strong passwords, the protection of those passwords, and the frequency of change.

## C. SCOPE

The scope of this policy includes all Aspire Public School's personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Aspire Public School's facility, or has access to the Aspire network.

## D. POLICY

### 1. General

- All systems-level passwords (e.g., root, network administrator, application administration accounts, etc.) must be changed at least every 6 months.
- All user-level passwords (e.g., email, web, desktop computer, etc.) must be changed at least every 12 months and cannot be reused from the past 10 passwords.
- All User accounts with access to Aspire's single sign-on portal **must** have two-factor authentication set up. Without ("2FA"), users trying to access Aspire applications outside the Aspire network will be inaccessible.
- Passwords must not be inserted into email messages or other forms of electronic communication unless it is sent in encrypted format.
- All user-level and system-level passwords must conform to the guidelines described below.

### 2. Password Guidelines / Requirements

- Must be a minimum length of fourteen **(14)** characters on all systems.
- Must contain the following conditions: Special Character (#@$!^&*)
- Must not be older than 12 months and cannot have any part of name or username
- Cannot be the same as the User ID.
- Cannot be identical to the previous ten (10) passwords.
- Shall expire within a maximum of 12 months.

### 3. Password Protection Standards

- Passwords must not be shared with anyone (including coworkers and supervisors), and must not be revealed or sent electronically in unencrypted format.
- Passwords shall not be written down or physically stored anywhere in the office.
- Passwords shall not be stored in a file on ANY computer system in unencrypted format.
- Should not be a dictionary word or proper name.
- When configuring password "hints," do not hint at the format of your password (e.g., "zip + middle name")
- User IDs and passwords must not be scripted to enable automatic login.
- "Remember Password" feature on websites and applications should not be used.
- All managed mobile devices that connect to Aspire's network must be

secured with a password and/or biometric authentication and must be configured to lock after 3 minutes of inactivity.

- If an account or password is suspected to have been compromised, report the incident Aspire's IT Team and change all passwords **immediately**.

#### 4. Account Lockout thresholds

To prevent users from guessing your password, we will implement account lockout thresholds. Your account will get locked out if there are 5 failed login attempts within a 5 minute window using an incorrect password. Your account will be locked for 5 minutes before you can attempt again.

#### 5. Expired Passwords

Failing to reset your password before the deadline will cause your password to expire. This will prevent you from accessing Aspire resources until you have setup a new password that meets the password complexity requirements.

If this occurs, when logging into your computer, you will receive a message at your next logon that your password has expired.

#### 6. Remote Access Users

Access to Aspire Public School's networks via remote access is to be controlled by using a secure Virtual Private Network (VPN) configured with specific security groups. Respective department managers govern approval.

### E. ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

# Financial Management Policies

## I. Basis of Accounting

Aspire Public Schools maintains their accounting records and related financial reports on the accrual basis of accounting. The accounts will be maintained in accordance with accounting principles relevant to not-for-profit entities.

Aspire's chart of accounts is structured so that each transaction is recorded within the general ledger to a site code, resource code, fiscal year, object, fund, goal and function. This enables Aspire to accurately track and record transactions to the level of detail needed to segregate specific school site data and to separate and effectively monitor restricted funds.

## II. Accounting Policies & Methods

Aspire Public Schools has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

Aspire's audited consolidated financial statements must be provided to each chartering entity, California Controller, county superintendent of schools of the counties in which each Charter School is located and the California Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). The financial statements for Aspire Tennessee entity must be provided to the Tennessee Comptroller of the Treasury no later than December 31st of each year. The Board of Directors must approve Aspire's budget prior to the beginning of each fiscal year. The budget is drafted for Board review and approval prior to the start of each fiscal year.

Aspire Public Schools will prepare financial reports for the Executive Committee of the Board quarterly, with interim updates as circumstances dictate.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to Aspire or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

**Cash and cash equivalents** – For financial statement purposes, Aspire considers investments with maturity at purchase of three months or less to be cash equivalents.

**Investments** – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market and evaluated periodically for impairment.

**Intangible assets** – Aspire has intangible assets for product and service discounts to be used in future periods. Aspire amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

**Property and equipment** with a value greater than $5,000 are capitalized at cost or fair market value on the date of receipt, in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Donated equipment, materials, services, and facilities** – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that Aspire would otherwise need to purchase.

**Income taxes** – Aspire Public Schools has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined that Aspire is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code.

**Functional allocation of expenses –** The cost of providing educational programs and other activities is summarized on a functional basis in the Statement of Activities within the audited financial statements.

**Program development and expansion** – Aspire continually explores potential opportunities for expansion and growth; thus, costs are incurred to research the possibility of establishing new sites. Aspire capitalizes these preacquisition costs into 'Construction in progress' at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made

**Fair value measurements** – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

Level 1 Inputs  Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities.

Level 2 Inputs  Inputs other than quoted prices in active markets that are observable either directly or indirectly.

Level 3 Inputs  Unobservable inputs for the asset or liability.

When a price for an identical asset or liability is not observable, Aspire will measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

## III. Basis of Presentation

Financial statements will be presented in conformity with professional standards applicable to not-for-profit entities. On an annual basis Aspire will report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

## IV. Intercompany

Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

The CFC LLC owns the fixed assets of ten schools associated with the College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds). CFC II LLC owns the fixed assets of three schools associated with the College for Certain Series 2015 School Facility Revenue Refunding Bonds (2015 Bonds). CFC LLC and CFC II LLC receive rental income from the 13 schools of Aspire Public Schools. The rental income represents the debt service payments plus an incremental amount to contribute towards a capital, maintenance and operations fund. CFC LLC and CFC II LLC pass the rental income onto CFC INC. CFC INC makes the payments of principal and interest owed on the 2015 and 2016 bonds.

CFC INC has a Board distinct from Aspire's Board of Directors. Aspire's accounting staff record the accounting transactions associated with the CFC entities. Transactions outside of routine transactions to record rental income and service debt payments must be Board approved.

Aspire Public Schools TN, LLC (TN LLC) is a Tennessee non-profit limited liability company created in July 2013, whose sole member is Aspire Public Schools. TN LLC incorporated pursuant to the Tennessee Nonprofit Corporation Act and is a disregarded entity for federal income tax purposes. TN LLC was formed to manage, guide, direct, and promote charter schools that provide quality education to Tennessee youth in primary and secondary grades. TN LLC's support is derived

primarily from State of Tennessee public education monies, foundation contributions, and various government agency grants.

Intercompany transactions are created between Aspire Public Schools and Aspire Public Schools TN, LLC during the normal course of business for transactions including the reimbursement of federal taxes, reimbursement of federal grants received by Aspire but designated for TN and the payment of national office fees. At least every quarter the staff accountant or Assistant Controller will review the intercompany transactions generated for accuracy, create a summary and settle the intercompany receivable and payable between the two entities. The Controller reviews the entry and settlement.

## V. Indirect Cost Allocation Policy

The purpose of this procedure is to document an Aspire Public Schools (APS) indirect cost allocation methodology so that the Aspire Home Office (AHO) can periodically review existing practices and cost allocations, and determine if significant changes need to be administered, and the scale of those changes.

A cost allocation plan is a method by which expenses are allocated that are not directly identifiable to a particular activity, or to allocate expenses that benefit more than one school on a consistent, fair, and equitable basis. Based on this definition, the cost allocation is focusing on shared administrative expenses. While the AHO could begin tracking 100% of administrative hours for future changes to the methodology, time surveys often demonstrate high variability (significant annual changes that may have major budgeting and rate impacts) and challenges in consistent application of allocations. APS elects to use a Cost Allocation Plan (CAP) for determining how these indirect or general benefit costs are allocated to the appropriate cost pool, whether region or school.

The goal of this CAP is to achieve equity for schools support of the AHO and to thoroughly document the process for future efforts. The CAP is achieved through the following steps:

• Determine the most relevant level of functional detail with which to allocate Home Office costs.

• Identify the appropriate indirect costs to include in the cost pools.

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one school and cannot be readily associated with a single school. Furthermore, a full investigation of the allocation of those costs would require a level of effort disproportionate with the benefit gained. For that reason, it is appropriate to develop a single allocation measure for these indirect costs that represents a typical allocation of benefits. AHO indirect costs includes administrative

operations, which provide an indication of the variety of activities needed to operate a large charter school organization. Recouping these costs is essential to funding all aspects of administrative services that support the schools.

Allowable general and administrative costs (costs that benefit all schools and are not identified to a specific school) are allocated using a board approved rate that results in an equitable and predictable distribution to all schools. The rate is divided between Home Office and Regional Office based on the type of service that is provided. The following services/costs are included in Home Office: Executive Leadership, Advancement, Post-Secondary Success, Finance and Accounting, Information Technology, Data and Systems, Operations (charter renewals, compliance, etc.), Human Resources including Talent, Teammate Effectiveness and Employee Services, and Home Office Facilities and Depreciation.

Administrative costs that benefit all schools are allocated based on a % of each school's revenue for the following accounts:

| | | |
|---|---|---|
| 8011 | 0000 | Unrestricted Resources, Net State Aid |
| 8012 | 1400 | Unrestricted Resources, Education Protection Account |
| | 0000 | Unrestricted Resources, In-Lieu of Property Taxes |
| 8560 | 0000 | Unrestricted Resources, Lottery |
| 8560 | 6300 | Lottery: Instructional Materials (Restricted), Lottery |
| 8590 | 6010 | Prop 49/ASES, All Other State Revenues |
| 8550 | 0000 | Unrestricted Resources, Mandated Cost Reimbursement - Mandate Block Grant |

| | | |
|---|---|---|
| 8100 | 3010 | IASA:Title I Basic Grants Low-Income and Neglected, Part A, Federal Income |
| 8100 | 4035 | IASA: Title II Part A, Teacher Quality, Federal Income |
| 8100 | 4203 | IASA: Title III-Limited English Proficiency, Federal Income |
| 8100 | 4127 | Title IV, Part A, Subpart 1—Student Support and Academic Enrichment |

Currently the methodology is the same as the normal CAP for Federal awards. AHO allocations are not charged to individual grants as the revenue only serves in

determining an overall percentage to allocating out AHO expenses to the schools (see formula below).

The AHO CAP formula is determined by the following method:

| | |
|---|---|
| | Total PY Home Office Revenue (excluding PY one-time revenue sources) |
| Less | Total PY HO expenses (excluding PY one-time expenditures) |
| Less | Home PY Office Reserve |
| Equals | Total CY Allocated to Schools |

$$\frac{\text{Total CY Allocated to Schools}}{\text{Total School Revenue}} = \text{Percent to Allocate per School*}$$

*Board policy currently caps AHO allocation to the schools at 8.25% with a proposed increase for 2019-2020 to 8.75%

# Financial Planning & Reporting

## I. Budgeting Process

Aspire Public Schools prepares an annual operating budget of revenues and expenses, and a cash flow projection. The budget is reviewed and approved by the Board of Directors annually before the new school year starts.

### A. POLICY

Budgets are created for each school site, regional office and home office department annually. The budgeting process involves key stakeholders including the Aspire Executive Team, Area Superintendents, Principals, and Aspire employees. Once budgets are approved by the Board of Directors, they are used to run quarterly Budget-to-Actual Reports that are shared with School Leaders.

At the end of the fiscal year, the following key financial statements are produced: Balance Sheet, Income Statement, and Statement of Cash Flows, and Statement of Functional Expenses.

The budget should be prepared by the appropriate levels of management on an accrual basis for final approval by the Board of Directors.

## B. PROCEDURES

Budget Planning

The Director of Finance will establish guidelines, priorities and assumptions for preparation of the budget and send them to the School Leaders. The Director of Finance will also establish procedures, budgeting formats and a timetable for budget preparation. The timetable, which will begin no later than February of each year, will result in the Board of Directors receiving the proposed budget in time to review it before presentation at the meeting in June.

Preparation of the Budget

The School Leaders and all appropriate levels of Aspire management will prepare their projections of revenues and expenditures for planned services, projects and programs. They will consider historical data along with future growth plans, and factor in any shifts or adjustments to staffing levels.

Once the budgets are complete, they will be submitted to the Director of Finance, along with justifications, for review and approval. After reviewing the budgets with School Leaders throughout May, the Director of Finance will consolidate the budgets into a total organizational budget and review with the Chief Financial Officer.

After any adjustments or changes, the budget will be ready for submission to the Board of Directors for review.

Budget Approval

Prior to the end of the fiscal year, the Director of Finance and the Chief Finance Officer will present the proposed budget to the Board of Directors for final approval in June.

Forecasts

Based on monitoring events that occur during the year, if it is determined that a significant revision to the budget numbers is required and appropriate, forecasts may be developed and approved by the Chief Financial Officer.

### C. INTERNAL CONTROL

Once the budget is approved, the School Leaders and Director of Finance will implement the budget plan. Quarterly variance reports will be prepared and submitted to the Board of Directors.

## II. Accounting Cycle

### A. PURPOSE

This section gives a brief overview of the steps in the bookkeeping cycle.

Aspire Public Schools' accounting system is designed to accurately process, record, summarize, and report transactions of the organizations.

### B. COMPONENTS

The component bookkeeping cycles fall into one of four primary functions:

1. **Cash Receipts** – Revenue and Accounts Receivable: This cycle consists of generating revenue from contributions and from services provided, and receiving payment from governmental sources.
   - Processing cash receipts
   - Making deposits
   - Recording cash receipts in the general ledger and subsidiary records
   - Performing month-end reconciliation procedures
   - Processing general ledger integration for private donations/revenue

2. Procurement to Pay Cycle – Purchases, Accounts Payable, and Cash Disbursements: This cycle represents the purchase of goods and services and the subsequent payment for those goods and services.
   - Processing purchases (credit card, check, reimbursement)
   - Processing invoices

- Issuing checks and/or wire transfers
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures

3. Payroll: This cycle consists of processing payroll and remitting amounts due to employees, the government, and others (health insurers, retirement plan trustees, etc.).

- Obtaining and gathering payroll information
- Computing wages and withholdings
- Preparing payroll checks and ACHs
- Depositing payroll taxes
- Remitting monthly retirement contributions to CalPERS, CalSTRS, TCRS, etc…
- Performing month-end reconciliation procedures if necessary
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, 940s, and other annual payroll tax returns

4. Financial Accounting, Reporting, & Analysis: This process consists of posting the period's transactions to the general ledger and preparing financial statements.

- Preparing and posting monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing the financial statements

## C. PROCEDURES

1. **General Ledger:** The general ledger process consists of posting the period's transactions to the accounting software, MIP. The Assistant Controller, Controller, and staff work to reconcile bank and credit card accounts, review the general ledger, and prepare for the annual audit.

2. **Financial Statements:** The Assistant Controller, Director of Finance, and Controller prepare financial statements quarterly basis, which are reviewed by the CFO. These financial statements are provided to the Executive Committee and Board on a quarterly basis.

3. Year-End Close: In addition to the normal month-end closing procedures, the Finance & Accounting Team will perform additional procedures to close the year as follows:

- **Revenue Accruals** - Known material revenue sources will be accrued based on published CDE information and information obtained from chartering authorizers.
- **Accounts Payable Accruals** – Invoices greater than $1,000 for goods received or services rendered by June 30th will be accrued in the corresponding fiscal year end. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Vacation Liability Accrual** – Unused vacation earned as of June 30th will be accrued.
- **Payroll Liability Accrual** – Any amounts owed to teachers or staff earned as of June 30th will be accrued.
- **Prepaid Expenses** – Expenses incurred for the following fiscal year that are paid in the current fiscal year whose amount is over $1,000 will be recorded as prepaid expense, and the expense will be recognized in the following fiscal year. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Audit Schedules** – Aspire Public Schools will prepare audit schedules as requested by the audit team for such accounts as prepaid expense, accounts receivable, accounts payable, loans, advances, deposits, etc.

## III. Financial Reporting & Tax Compliance

The Assistant Controller and Controller maintain supporting records in sufficient detail to prepare Aspire Public Schools' financial reports, including the items below. The CFO, Controller, Assistant Controller, and Director of Finance are also responsible for ensuring all applicable federal, state, and local tax laws are complied with in regards to these items.

**Annually:**

- Financial statements for audit
- Annual budget
- IRS Form 990
- 403b audits
- California State Sales and Use Tax filings
- 1099 Filings

- Insurance Renewal

**Monthly:**

- Trial balance
- Bank and payroll reconciliations
- Internally generated budget vs. actual financial statements
- Billing invoices to funding sources
- Updating the cash flow projection

**Periodically:**

- IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
- Property Tax Exemptions and Payments (see Property Tax Exemption Process)
- Other reports upon request

In order to ensure that all documents are captured by the accounting system, reconciliations are performed on a monthly basis. All documents are appropriately filed with most being scanned electronically and saved on the internal servers.

# IV. Property Tax Exemption Process

## A. PURPOSE

The purpose of this document is to act as a guide for filing annual property tax exemptions for Aspire Public Schools owned and leased properties. Property tax exemption filings are a critical process to ensure Aspire Public Schools does not pay more taxes than required given it operates as an IRS 501(c)(3) organization.

## B. GENERAL INFORMATION ON PROCESS

Each year between Mid-December and January, county assessors will send out property tax exemption filing forms to as a reminder to file for the following fiscal year. The forms are to be filled out and returned by February 15th of the year. Aspire Public Schools will file either a BOE-263 (Qualified Lessor's Exemption) or BOE-268 (Public School Exemption) form depending on which form the county requires to be submitted.

## C. ASPIRE PUBLIC SCHOOL'S PROPERTY TAX EXEMPTION FILING

Each county Aspire Public Schools operates in has different requirements for which form is required. The property owner or lessor is required to send in either form depending on what county it is. Some counties require both the lessor and lessee send in an exemption form while others will require just the lessor to complete it. The forms Aspire Public Schools receives in Mid-December from each county must be completed and returned by the February 15th deadline. These forms are received by the Finance and Accounting team.

- Church organizations Aspire Public Schools leases buildings from require a completed BOE-263 Affidavit form sent directly to them. These churches are Trinity Lutheran (APEX Academy), Roman Catholic Welfare Corporation of Oakland (Aspire College Academy, Monarch Academy, and Triumph Technology Academy), and Central California Conference of Seventh-Day Adventists (Summit Academy).
- Raymond Investment Corporation (property owner of Vincent Shalvey Academy) is another organization we send a completed BOE-263 Affidavit form directly to.

The Finance and Accounting team is responsible for completing all forms to be sent either directly to the county assessor or to the landlord. Forms completed are to be scanned and saved on the internally.

## D. ASPIRE PUBLIC SCHOOLS TN LLC'S PROPERTY TAX EXEMPTION FILING

Aspire Public Schools TN LLC operates in two leased facilities "rent-free" and owns one facility. Exemption filings are not required for our "rent-free" facilities and Aspire Public Schools TN LLC applied for and received a full exemption for its facility owned. The application was filed through the TN State Board of Equalization in the year the property was purchased (2017) and as long as it operates as a school an annual exemption filing is not required.

### E. DEADLINES AND OTHER INFORMATION

The deadline for submitting exemption forms is February 15th. If forms are going to be submitted late, it is necessary to call the county offices and let them know they are going to be submitted late.

For new schools under construction, it is important to have a close contact at the assessor's office in order to obtain exemption. Parcel numbers will change frequently with new buildings and they must have a submitted form for each parcel in order for exemptions to be applied. Sometimes an assessment without exemption will be billed and a payment is needed to avoid late penalties but the county will issue a refund when the exemption is properly executed in their system.

### F. PAYMENTS FOR PROPERTY TAX ASSESSMENTS

Property tax bills from the county tax collectors for a given fiscal year come in around October and are received by the Finance and Accounting Team. The first installment is due by December 10th and if paid late, a 10% penalty will be assessed. It is extremely important to make the payment in a timely manner. If a bill expected to be received is not, the appropriate tax collector will be contacted by the Finance and Accounting team to obtain a copy. It is also possible to view property tax assessments directly on the county tax collectors website. Copies of all tax bills are made and then submitted with instructions to the Accounts Payable team. The Accounts Payable team is responsible for sending checks for each property tax bill along with the payment stub.

## V. Audit

Independent audits of the financial statements shall be conducted annually by a certified public accountant selected by the Audit Committee from a list of auditors approved by the state of California. Annual financial audits will be conducted in accordance with Generally Accepted Audit Standards, and the Governmental Auditing Standards Board.

Financial regulatory forms shall be completed as necessary by Aspire Public Schools or by the auditing firm. Appropriate financial forms and reports shall be filed with the charter entity, federal government, and appropriate state agencies. Annual financial reports required by Education Code Section 47604.33 shall be filed with the chartering agency and county superintendent of schools.

Upon completion, audits shall be reviewed by the CFO, Controller, Assistant Controller, and Director of Finance and submitted to the Audit Committee for review and approval. All financial audits shall include a management letter. Annual audited financial statements which include the corresponding Management Letter in the audit report shall be forwarded to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year. In Tennessee, the audited financial statements shall be submitted to the Tennessee Comptroller of the Treasury by December 31st of each year.

Audit Committee: The Board of Directors appoints separate Audit and Executive Committees. The Audit Committee nominates the independent auditor, reviews the scope and results of the audit, and approves the audit. The Audit Committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Audit Committee and Aspire Public Schools staff will develop a corrective action plan to address all relevant weaknesses noted by the auditor.

# Revenue & Accounts Receivable

## I. Cash Receipts & Deposits

### A. CATEGORIES OF CASH RECEIPTS

1. **Federal, State, Local Revenue:** On a daily or weekly basis, the Assistant Controller or Staff Accountant receives checks in the mail. Majority of the checks received are for federal, state, and local aid. In addition, there are other local revenues received from the schools. The Cash receipts log tracks the receipts by the deposit date. Some funds are received electronically by ACH and wire transfer. All cash receipts are booked according to the remittance advice provided by the sender and information from CDE website.

2. **Donations:** Donations can be received and deposited by the school sites and Home Office, although the majority of donations are received by the Home Office Accounting or Development staff.

Generally, contributions received or committed, including unconditional promises to give are recognized as revenues in the period received at their fair values. Contributions made, including unconditional promises to give, are recognized as revenues in the period made at their fair values. Conditional promises to give, whether received or made, are recognized when they become unconditional, that is, when the conditions are substantially met.

The Staff Accountant enters all cash receipts for donations and grant revenues at the Home Office. For donations, checks are the source documents and any other corresponding info that is attached (e.g. letter from donor) is used to record transactions in the G/L. For grants, the grant documents are used to enter revenues and promises.

Some schools may choose to provide acknowledgement letters to the donors and other schools will give Home Office the necessary donor information to the Staff Accountant or Development Director to write acknowledgement letters to the donor.

3. **Lunch Fees:** All of Aspire's sites with the exception of Langston Hughes, APEX, Port City and Rosa Parks, are on the National School Nutrition program. All sites use Mealtime to record meals taken and cash receipts. Mealtime is set up at each site and monitored by the Cafeteria Manager. To ensure that each meal that is handed out is accurately recorded according to who took the meal and their qualification, Aspire's sites use a Biometric Finger scanner at the beginning of the meal line.

The Nutrition's staff at the Home Office is responsible for the analysis of meals delivered, meals served, money collected and money deposited against the information in Mealtime. This analysis ensures that all meals are accounted for and all funds are accounted for in an accurate and timely manner. These funds are tracked in resource codes 5310, 5320, and 5370.

4. **After School Fees:** Schools have the choice of charging additional fees in addition to the Afterschool Education grants received. The funds are budgeted at the beginning of the year with the Afterschool Director and the Principal. Several Aspire schools have chosen to charge parents after school fees.

## B. PREPARATION OF CASH RECEIPTS (HOME OFFICE)

On a daily or weekly basis, the Staff Accountant records all checks received into the Cash Receipts Logs. The Cash Receipts Log provides a detailed summary of the checks that were deposited on a specific date. The summary provides the total deposit that was made and details of the deposit breakdown. The information noted in the log is payer name, date of receipt, check date, amount, site code, and any descriptions that may be on the check.

1. Staff Accountant makes a copy of the checks to be deposited.
2. Assistant Controller then deposits the checks into the bank through an online banking system through Wells Fargo
    - The process starts out with entering the total deposit to be made as well as the deposit references & bag number
    - Original checks are scanned through a scanner
    - Staff Accountant confirms the check amounts in order to balance the deposit to the entered total
    - The scanned checks are uploaded to Wells Fargo for deposit
    - Assistant Controller will print a deposit confirmation from the website
    - Original checks are put into a plastic bag and placed in a locked area for storage of 30 days and then shredded.
3. The check copies, including accompanying information, are attached to the cash receipt log for that day
    - The Staff Accountant makes sure that the total deposit has all check copies to ensure that there is enough backup in order to enter the receipts into MIP
    - If there isn't enough information on the check, the Staff Accountant will follow up with the appropriate individual to find out what it is the purpose of the funds
4. The Staff Accountant then enters the cash receipts in MIP (posting in accounting software)

## C. PREPARATION OF CASH RECEIPTS (School Sites)

1. **Mealtime Deposits:** Monies for students that are paid or reduced are collected beforehand in the main office by the Office Manager. A receipt is given for all monies collected. The Office Manager does an end of day report in Mealtime that confirms the monies collected and the number of meals delivered by the vendor. At the end of every week, the office manager prints out a deposit slip from Mealtime and brings the deposit to the bank. A copy of the deposit slip from Mealtime and the deposit confirmation is sent to the Staff Accountant for review and entry into MIP.
2. **Donations:** When Aspire receives cash donations at the school site, the schools will deposit the money into the site's checking accounts. In addition, the Office Manager is required to input the deposit information in the online General Ledger Tool and provide the necessary backup for the deposit to the Staff Accountant.
3. **Afterschool Fees:** Depending on the payment schedule, deposits of after school fees are made at least monthly. The Office Manager is responsible for inputting the deposit information into the online School Ledgers. A copy of the deposit slip confirmation is uploaded upon entry. These funds are tracked in resource code 0028.

## D. POSTING OF CASH RECEIPTS

The Assistant Controller receives the cash receipt log and supporting check copies from the Staff Accountant. The Staff Accountant logs into MIP, and then selects the cash receipts module from the toolbar. A new cash receipt (CR) session number is created. The CR session number is written on the cash receipt log for reference in the event that someone would like to look up the cash receipts in the general ledger. The checks are used for information as well.

1. School Site Deposits

*a)* ***Donations****: When a school site receives cash donations, they deposit the funds into their site account.*

(1) The Office Manager is responsible for writing the acknowledgement letters to the donors.

(2) After the donations are deposited, the Office Manager will enter the deposit information into the online School Ledgers and forward a copy of the deposit slip and backup to the Staff Accountant for review.

(3) The data is downloaded from the online Site Ledger tool and then imported in the accounting system.

(4) The Staff Accountant reviews the entry and prints an unposted entry record for Assistant Controller.

(5) The Assistant Controller reviews the entry for accuracy and cash flow.

(6) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

*b)* ***Mealtime****: The Staff Accountant uses the Mealtime end of day reports along with the deposit slip confirmation to entry the cash receipts into MIP.*

(1) The Staff Accountant enters the cash receipt entry and prints an unposted entry record for Assistant Controller to review.

(2) Assistant Controller reviews the entry for accuracy and cash flow.

(3) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

*c)* ***After School Fees****: When a school site receives after school fees from parents, they deposit the funds into their site account.*

(1) The Office Manager is responsible for writing a receipt to all parents.

(2) After the fees are deposited, the Office Manager will enter the deposit information into the online School Ledgers and upload a copy of the deposit slip and backup.

(3) The Staff Accountant verifies the information at the time of monthly bank reconciliation.

2. **Mealtime Online:** When parents choose to remit after school fees through Mealtime, Mealtime deposits the funds into the site account. The Staff Accountant will enter the deposit information into the online School Ledgers and upload ACH Transfer Report.

(1) The after school fees follow the same MIP import process as the site donations.

### E. REVIEW CASH RECEIPTS

The Assistant Controller and Staff Accountant reviews the cash receipts via the A/R ledger to make sure that all cash receipts are posted correctly. Also, the A/R accounts are reconciled on a monthly basis. If there is a discrepancy in the cash receipts, the Staff Accountant will verify the source (the check) to make sure that the cash was posted correctly.

## II. School Site Deposit Process

### A. PURPOSE

The purpose of this document is to provide details to school based staff on how to make and record a deposit.

### B. OVERVIEW

The information in the schedule below displays common coding that will be used throughout the year for adding deposits to the site ledger. If there is any cash collected that is not included in the items below please contact the Staff Accountant at Home Office.

| Object Code | Resource | Description | Fee |
|---|---|---|---|
| 8699 | 0000 | Other Local Revenue | |
| | | | Year Book<br>Apparel Sale<br>Fundraiser<br>Bake Sale<br>Book Fair<br>Field Trip<br>Uniform Sale<br>Sports Fees<br>Athletic Concessions<br>Grad Ticket<br>Choir<br>Before School Care<br>Summer Child Care<br>Science Camp<br>Prom |
| 8699 | 0028 | Other Local Revenue | |
| | | | After School Program |
| 8615 | 0000 | Donations | |
| | | | Cash Donations |
| 8650 | 0000 | Leases and Rental | |
| | | | Renting out of facilities |

Officer Managers should also be aware of the following issues that are common to site ledger posting:

1. Donations vs. Fundraisers – donations are cash collected for services received without performing a service or exchanging an item of equal value (in the case of deposits only cash donations apply). On the other hand, during fundraisers items are exchanged or sold, or services are performed. For example, a car wash fundraiser services are exchanged for cash to raise funds. A bake sale is an example of fundraiser in which items of value (food) are exchanged for cash funds. Please make sure to code all donations to object 8615 and fundraising cash received to object 8699.

2. In the case that an expense previously paid out is refunded, the check refund will be coded to the same account as the expense. For example, the refund of a phone bill balance would be coded to expense object 5902 (Phone Expense) rather than object

8699. Please for money collected for apparel purchases code to object 8699. This has been commonly confused with object 4301. A sale is revenue and should not be coded as refund of an expense.

3. Mealtime should **ALWAYS** be deposited to the main Aspire bank account. However, if mealtime is deposited to a site account **IN ERROR,** please code the deposit to resource 5310 and object 8634.

**Procedure for adding a deposit to the site ledger**:

The below summary explains the documentation that will be used by Office Managers to keep records of deposits that will be uploaded into the site ledger and forwarded to the Home Office. The deposit summary template can be found on MyAspire under the Accounting teammate resources link and in the School Site Ledger section. Please note that Office Managers do not need to send copies of the checks deposited to the Home Office, but will only need to keep for their internal financial records. Copies of the checks or a check listing should be kept at the school.

Note: For MealTime deposits deposited to a site account in **ERROR**, sites should submit the "Mealtime Reconciliation" worksheet with the bank receipt attached to the front and/or a Desktop Deposit confirmation.

**Deposit Documentation:**

| Retain at Site | Send to Home Office |
|---|---|
| A copy of your completed Deposit Summary with bank receipt or Desktop Deposit confirmation sheet attached | Original or copy of Deposit Summary with bank receipt or Desktop Deposit confirmation (for online deposits) sheet attached |
| Copy of deposit ticket | |
| Copies of all checks or a check listing | |
| Check stubs removed from checks. (not typical for personal checks, but if you receive a check from a business it may contain a stub with information about the payment) | |

**Deposit Summary Header:**

Enter your school name. The date field is pre-populated with a formula for the current date.

**Deposit Breakdown:**

This section is used to identify the types of revenue being deposited. Finance will use this information to ensure the revenue is posted correctly in the accounting system. The most common types of deposits are listed on the template. If you need to add something not listed, just key over one of the "Other:" descriptions. The total amount listed in the "Deposit Breakdown" should agree with the total cash AND checks deposited equal the deposit amount displayed on the bank receipt.

**Deposit Receipt:** The Deposit Receipt will be provided to you by the bank at the time of the deposit. This should be added to the deposit summary sheet when scanned and saved for records.

**Checks:** Enter the number of checks in the deposit and the total value of the checks on the corresponding lines.

**Cash Count:**

Enter the number of each type of coin or bill and the formulas will calculate the totals. All deposits containing cash require two people to verify the cash balance and sign the Deposit Summary prior to deposit.

**Balance Check:**

The feature verifies the total listed in the Deposit Breakdown sections equals the total of cash and checks in the deposit. If the totals agree, "Balanced" will be displayed. If the totals do not agree, "Out of Balance" will be displayed and you should find the discrepancy before depositing the funds.

**Adding Deposits to the Site Ledger:**

1. After completing the deposit, login to the schools to the online site ledger tool by clicking the MyAspire application with a "piggy bank" called School Ledger.

2. Once logged on to the site ledger, select ledgers at the top of the menu screen and then Click "**Add New Ledger Entry**"

3. Enter the deposit information in the highlighted cells below

    - Type – Deposit for all deposits

    - Description – Type an applicable description (ie after school program, prom, donation…)

    - Resource Code – Typically 0000, however use 0028 for after school fees

4. Object – Use 8615 for donations. Most often cash received will be coded to 8699 (see page 1 for coding reference) *Notes: Please add notes for any nuances that finance needs to be aware of.

5. To upload deposit information Click on “choose files”. Now search for the file on your computer and select to upload.

5. Once the deposit information is input in the ledger click “Submit”

6. Once the deposit is entered it will show up in the monthly ledger based on the deposit date input

*Note: If your deposit does not show up or you have questions of coding items such as expense refunds, contact the Staff Accountant for further guidance.

# Expense & Account Payable

## I. Payroll

Effective controls and segregation of duties are essential throughout HR/payroll function. Aspire uses the JobVite system for recruiting and making offers to candidates, and Ultimate Software’s Ultipro software for HR onboarding and payroll. Payroll processing is in house. The Controller oversees the payroll function.

The payroll system is designed to provide the basic information necessary to:

- Calculate payrolls, including gross pay, federal, state, and local income tax withholdings, social security and medicare (FICA) taxes, and other payroll deductions such as employee contributions to health and retirement benefits, in line with federal, state and local compliance regulations.
- Compute and make timely payroll tax deposits.
- Record payroll liabilities and expenses on the general ledger.
- Prepare quarterly and annual payroll tax returns.

For specific Aspire policies relating to the employment, benefits, payroll, overtime, time off and leaves of absence, safety and security and separation of employment, refer to the respective Employee Handbook for California and Tennessee.

## A. ROLES AND RESPONSIBILITIES

The HR department handles and performs all personnel-related activities except payroll. Employee payroll files are kept separate from employee personnel files. The Payroll team and Controller have access to the payroll files and the HR department has access to the personnel files. The HR manager is responsible for compliance on HR-related matters and the Controller has ultimate responsibility for compliance on payroll-related matters. HR does all hiring where pay rates, titles and positions are set and approved. The hiring manager, regional financial analysts and the Director of Finance approve all new positions within the Board approved budget. Principals, Directors and the Aspire Senior Leadership Teams are authorized to hire staff, which requires HR final approval to ensure that relevant screenings and background checks have occurred before an employee starts work.

## B. PAYROLL FREQUENCY

Aspire processes payroll semi-monthly, on the 15th and last day of each month. In the event that the 15th and/or last day of a month falls on a non-business day, payroll will be processed on the earlier preceding business day to the 15th or last day.

- **Exempt employees** – paid from 1st-15th on 15th of month and 16th-last day of month on last day of month
- **Non-exempt employee** – paid from 9th-24th on last day of month and 25th-8th on 15th of month

## C. NEW HIRES AND STATUS CHANGES

New hire information flows from the JobVite recruiting system into the Ultipro system. HR reviews the information entered, adds and edits new data fields as applicable (e.g. job title, wage rate etc) and reviews to ensure accuracy. Approval workflows within the Ultipro pass each new hire to the financial analyst team and Director of Finance to confirm positions are approved per the respective school site, regional or home office budget. The employee is only 'hired' and established once screenings and background checks have been verified. New hire information packet is passed to the payroll team to review data entry and to set up pay group, retirement deductions and W-4/direct deposit information if not already captured. Benefits are selected by employees using the bswift system and each payroll a bswift file is generated by the provider for importing benefit deductions into payroll.

Status changes are entered by employee supervisors or HR. Approval workflows within Ultipro pass status changes through HR, Finance and Payroll before changes are made accurately and approved. Any benefit updates related to a status change are entered into bswift and passed via the semi-monthly bswift file. All changes in an employee's status must be properly documented. Change in working hours/days or pay rate will require a revised letter of employment or status change form, signed by the School Leader and the employee. These changes must be reported on a timely basis to HR.

All new employees have to complete a series of forms to evidence their eligibility to work in the United States, elect benefit options and to define the number of exemptions and other data for income tax withholding purposes (W-4). This information is captured by JobVite, Ultipro and in forms and is used by the HR and Payroll departments to set up the new employee in the HR and payroll systems and to register them for their benefits. These forms for all new employees should be collected by HR by the end of the employee's first working day.

W-4 and direct deposit information is maintained within Ultipro and employees go into Ultipro if they need to update.

## D. TIMESHEET PREPARATION AND APPROVAL

Non-exempt/hourly employees have access to enter their time in one of two ways, clock in/clock out of time clock devices, or by entering time directly into Replicon each pay period. Supervisors must review and approve time worked and meal break periods. After each pay period end, the Senior Payroll Specialists review for unsubmitted or unapproved timesheets and chase with supervisors and Office Managers/Business Managers. Once complete, timesheet data is extracted from Replicon for non-exempt/hourly employees to create an import file for upload into Ultipro. The extracted data contains the hours charged by each employee to each site code and job code, and are broken down by regular time, overtime, double time, PTO, sick, jury and bereavement time.

Exempt employees do not complete timesheets and use Replicon for time off requests. Time off requests (PTO, sick, unpaid, bereavement, jury duty) are performed in Replicon and are initiated by the employee and authorized by the employee's supervisor. Time off data is extracted from Replicon for salaried/exempt employees to create an import file for upload into Ultipro. This is generated every pay period.

## E. STIPEND AND BONUS PAYMENTS

Each year, stipends for specific additional duties are reviewed and approved by the Director of Finance and Chief Financial Officer. Stipends are initiated by the Principal or hiring manager and authorized in line with the authorization thresholds established within the fiscal control policies and approved by the Board of Directors. The finance analysts and Director of Finance review to ensure amounts are in line with applicable school site, regional or home office budget.

Each pay period a file is extracted from the Stipend Tool where stipends are entered reflecting stipend amounts approved by employee for import into Ultipro. The file includes the employee number, site code and stipend amount.

Bonuses and annual COLA adjustments are approved by the Board of Directors before being imported into payroll. The Director of Finance calculates bonus/COLA amounts and the Controller reviews the calculations before importing into payroll.

## F. RETIREMENT

Aspire participates in the CalSTRS, CalPERS and TCRS retirement systems. Aspire also offers a 403(b) plan to CA and TN employees who are not able to participate in the state retirement programs. In addition Aspire offers a separate 403(b) plan for employees of CA who would like to save more for retirement than the CalSTRS and CalPERS programs.

Upon hire, a change in status and in line with the payroll calendar and deadlines, the payroll/retirement team will review an employee's job role, job location, job hours and prior state retirement plan membership to determine which retirement system an employee should be placed into. The Retirement Manager looks up the employee within the relevant retirement system to confirm prior membership and applicable plan set up, and the Senior Payroll Specialists set up the relevant retirement payroll deduction in Ultipro. The Retirement Manager also runs a monthly audit report to validate correct plan set up prior to payroll processing.

Each pay period after the payroll has been transmitted and the pay period closed, the payroll/retirement team transmit 403(b) payments to the provider based upon the payroll register. Yearly annual employer match contributions are calculated by the third party provider PolyComp and are funded to participant accounts. The Controller reviews and approves the payments.

Each month, the payroll/retirement team processes payments and monthly reporting to CalSTRS, CalPERS and TCRS, based upon published deadlines. An internally generated

reporting tool extracts data from Ultipro and puts in a format for reporting for CalSTRS and LACOE reporting. CalPERS and TCRS data is reviewed before submitting by the Payroll Manager/Director of Retirement.

## G. PAYROLL PROCESS

The processing of the payroll involves a series of tasks necessary to ensure that employees are properly compensated and that the applicable federal, state and local withholdings are deducted from gross wages. Additionally, detailed records must be maintained to support tax deposits.

The payroll process begins with having each employee established in Ultipro. Most employees are paid on a salary basis, thus payroll processing consists largely of entering pay-change information. Some employees are paid on an hourly basis.

The HR department enters approved pay changes and benefits changes into Ultipro. After all data is entered, approved and imports uploaded, prior to transmittal, one of the Senior Payroll Specialist runs a Calculated Check Register and the payroll team reviews each other's data entry. The Calculated Check Register is used to validate that all timesheet data, prorated calculations and other pay/benefit changes have been processed correctly. The Payroll Manager runs a series of control reports to validate the accuracy of the payroll and to ensure no terminated employees are paid. Once this review is complete, the Controller reviews and approves the report before the payroll team finalize the payroll. Once all data has been verified, checks/direct deposit vouchers are printed. Checks are sent to the sites for distribution to employees by principals/office managers on pay day, and the Controller uploads the ACH payroll files to the bank for direct deposit payments, ensuring first that the payment file total agrees to the register for each pay group.

Vacation (PTO) is accrued through Ultipro on a semi-monthly basis for all eligible employees. An employee is eligible if they meet certain criteria (i.e. full-time employee, or benefit eligible employee) and Ultipro recognizes these criteria from the initial information entered into the system by HR. Ultipro automatically calculates vacation accrual for all eligible employees. PTO policies are set out in the Employee Handbook.

Each employee is required to submit a time off/sick leave request electronically using Replicon, prior to taking vacation. The employee will submit this to his/her supervisor/principal for approval who will also approve in Replicon. The Senior Payroll Specialist will look up whether the employee has enough available hours for the

request and will contact the supervisor if not. Employees are not allowed to use hours in advance.

At year end, the payroll team reconciles the W-2 total payroll wages to the payroll registers, which tie to the G/L accounts. Along with the monthly reviews, quarterly reconciliations are also performed by the Payroll team and reviewed by the Controller as the DE9, 941 and Tennessee tax returns are prepared, as needed.

## H. PAYROLL TAX FILING AND PAYMENTS

Returns and payments for payroll withholding tax, social security/medicare, SUI and state and local taxes and unemployment will be prepared by the payroll team, in accordance with guidelines established by federal, state and local authorities, and reviewed by the Payroll Manager and Controller. The payroll team will file these returns and make payment on behalf of Aspire - both of which are reviewed by the Payroll Manager or Controller. The Controller will ensure that all returns are reviewed and that they have been submitted to the respective authorities.

## I. PAYROLL RECONCILIATIONS AND REVIEWS

After payroll is processed, the Staff Accountant or Assistant Controller exports the payroll data from Ultipro to format for upload to MIP. The Staff Accountant/Assistant Controller converts data for accounting purposes. The full P&L account string in Aspire's chart of accounts is:

| **Site** | **-** | **Fund** | **-** | **Resource** | **-** | **Goal** | **-** | **Object** | **-** | **Function** |
|---|---|---|---|---|---|---|---|---|---|---|
| xxx | | xx | | Xxxx | | Xx | | xxxx | | Xx |

The Controller is mostly concerned with collecting, recording, and reconciling data for two significant code strings: site and object codes. The financial analyst is responsible for the resource coding. The Controller reviews and approves the journal entry to ensure it balances to the payroll detail before posting. The Staff Accountant or Assistant Controller do not have access to process or modify the payroll run. Each month payroll and retirement balance sheet reconciliations are prepared by the Staff

Accountant/Assistant Controller and reviewed by the Assistant Controller/Controller to ensure segregation of duty.

# II. Procurement

## A. PROCUREMENT

Aspire Public Schools purchases only those goods and services that are necessary for the organization to achieve its mission or other approved purposeful need. With every purchase, authorized approvers and employees will take into account price, quality, and level of service. Vendors may be selected based on any or all of these factors. Purchases paid with federal grants will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326, except where Aspire's policy is more conservative. Purchases of $5,000 or greater are capitalized as a fixed asset, tagged, and tracked until it has been disposed.

Aspire Public Schools employees planning to make purchases with federal grants should do so in accordance with our Procurement for Purchases with Federal Funds policies and procedures. When executing a sealed bid or competitive proposal, refer to the Competitive Bidding Documentation template.

## B. RELATED PARTY TRANSACTIONS

All Employees and Board members must disclose relationships with current or proposed vendors in accordance with Aspire Public Schools' Conflict of Interest Policy. Any purchases that are paid through federal grants must follow the conflicts of interest requirements per Uniform Guidance 2 CFR 200.118.

## C. CONTRACT GOODS AND SERVICES

To ensure protection, Aspire Public Schools requires contracts for goods or services to state expectations from both parties, delivery timing, payment terms, and other standard legal protections. Common types of contracts Aspire Public Schools utilizes include independent contractor agreements, memorandum of understanding, janitorial contract, and purchasing contract. Aspire Public Schools employees should utilize the contracts page created by the Aspire Finance team to help with any questions regarding contracts or to obtain a template to begin drafting a contract.

Aspire Public Schools requires completion of IRS Form W-9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor.

Drafted contracts should be delivered to the Contracts team at contracts@aspirepublicschools.org. Completed contracts will be uploaded to Coupa by the Accounts Payable team where invoices are to be submitted against them. **All invoices derived from an approved contract should be submitted in Coupa against the contract so it does not go through another approval chain.** Once a contract has gone through the contracts process, invoices related to the approved contract and within the stated contract value will go directly to the AP team for review, and no further approval is needed.

### D. NON CONTRACT GOODS AND SERVICES

Aspire Public Schools allows for the purchase of goods and services from a vendor agreeing to bill the organization after the goods or services have been delivered. In some cases, a deposit may be required up front prior to delivery of goods or services. In case where purchase orders are needed, Aspire Public Schools employees will utilize Coupa to submit the purchase request.

In rare cases where goods or services have been delivered without a Purchase Order or Contract, a non-backed invoice can be submitted in Coupa to go through the necessary approval chain. This type of invoice submission should be avoided as much as possible through use of Purchase Requests and contracts.

## III. Procurement for Purchases with Federal Funds

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326 except where Aspire's policies are more conservative. The Uniform Guidance methods of procurement are focused on reducing the risk of waste, fraud, and abuse. It requires internal controls of how federal award money is used and requires Aspire to follow documented procurement procedures that reflect applicable state and local laws. This guidance also focuses on increased competition and transparency in the procurement process.

To assist in the procurement process when using federal award money, please utilize this table:

| **Method:** | **Purchase Transaction Threshold:** | **Type of Competitive Action:** | **Additional Comments:** |
|---|---|---|---|
| Micro-Purchase | $0 - $3,500 (this threshold was increased from $3,000 up to $3,500) | Requires one (1) written quote or proposal from a qualified supplier | No competitive quotes are required if price is reasonable |
| Small Purchase Procedure | $3,500 - $150,000 | Requires at least two (2) quotes or proposals from qualified suppliers | Informal purchasing procedures are allowed but price and rate quotes must be obtained (i.e. phone call or web search) |
| Sealed Bid | $150,000 and greater | Require three (3) or more public RFP's (managed through Home Office) | Most common for construction projects. Contact finance@aspirepublicschools.org |
| Competitive Proposal | $150,000 and greater | Require three (3) or more public RFP's (managed through Home Office) | Required for solicitation and is used when sealed bids are not appropriate. Best practice is to solicit at least 3 qualified sources. |
| Noncompetitive proposal (sole source) | $3,500 and greater | Sole-source procurement appropriate when specific criteria are met | Item or service may be available from only one source. Emergency doesn't allow for competitive proposal process. Justification needs to be documented. |

## A. SMALL PURCHASE PROCEDURES

For purchases of $3,500 up to $150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made. Refer to the Small Purchase, Sealed Bidding, and Competitive Proposal template for more support.

## B. SEALED BIDS AND COMPETITIVE PROPOSALS

For purchases $150,000 and greater, a formal sealed bid process or competitive proposal process will be followed. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process will collected and stored and will strictly follow the Uniform Guidance requirements. The bid or contract award will be approved Controller, VP of Finance, or CFO. Refer to the Small Purchase, Sealed Bidding, and Competitive Proposal template for more support.

## C. NON COMPETITIVE PROPOSAL (SOLE SOURCE)

Section 200.320 of Uniform Guidance defines the circumstances in which sole source procurements are permitted:

1. The item is only available from a single source
2. The public emergency will not permit a delay resulting from competitive solicitation
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity
4. After solicitation of a number of sources, competition is deemed inadequate

Only one of these circumstances needs to be met for a procurement to qualify

In addition to meeting one of these circumstances the following must also be completed and delivered to the Finance team at finance@aspirepublicschools when Sole Source procurement is utilized:

1. Perform a cost or price analysis to ensure reasonableness
2. Document a history of the process and reasoning behind utilization of this method
3. Document circumstances and rationale for not completing the solicitation

## D. SEARCH FOR VENDORS ON THE SYSTEM FOR AWARD MANAGEMENT (SAM)

Before engaging a vendor, a search on the SAM website for the vendor by name, tax identification number, or another characteristic must be completed to make sure the person or entity hasn't been suspended or debarred from performing federally funded work. Vendors on the debarred or suspended list should not be selected for services utilizing federal award money.

Aspire will avoid real or apparent organizational conflicts of interests and non-competitive practices among vendors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

## E. SMALL PURCHASES, SEALED BIDS, AND COMPETITIVE PROPOSAL DOCUMENTATION TEMPLATE

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326 except where Aspire's policies are more conservative.

## F. SMALL PURCHASE PROCEDURES

For purchases of $3,500 up to $150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made.

## G. SEALED BIDS PROCEDURES

For purchases $150,000 and greater related to construction, a formal sealed bid process will be followed where possible. This process will be completed and managed by the Home Office Facilities team. Documentation of the process should made following Part 1 and Part 2 below.

## H. COMPETITIVE PROPOSALS

For purchases $150,000 and greater where a sealed bid process is not used, competitive proposal process will be followed where possible. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process should made following Part 1 and Part 2 below.

**Part 1:** Summary of Sealed Bids or Competitive Proposals:

| | |
|---|---|
| Department/Region/School | |
| Project | |
| Date | |
| Item(s) | |
| Cost for Entire Contract | |
| Federal Resource | |
| Application/ Allowable use | |
| Vendor Selection (Document Process) | |
| Vendor status on the System for Award Management (SAM) | |

**Part 2:** Received Bids

1. Attach bid/quote from selected vendor (ideally using provided RFP form)
2. Attach alternative bids/quotes from three (3) suppliers when possible

3. If purchasing goods or services from a certain vendor without competition, justification for lack of competition must be submitted (e.g. for "sole source" suppliers explain why the product or service is unique and how other similar goods or services cannot perform the same objective)

# IV. Independent Contractors

The purpose of this section is 1) to ensure that individuals are appropriately classified as an independent contractor, and 2) to clarify the process and forms required in the event an independent contractor performs work for Aspire Public Schools. Aspire pays independent contractors for their services. Unlike regular employees, no taxes or voluntary deductions are withheld from independent contractor payments.

## A. FACTORS TO DETERMINE IF SOMEONE SHOULD BE CONSIDERED AN INDEPENDENT CONTRACTOR - ABC TEST

To show that a worker is an independent contractor, the hiring entity has the burden to establish each of the following elements:

(A) That the worker is free from the control and direction of the hirer in connection with the performance of the work, both under the contract for the performance of such work and in fact;

(B) That the worker performs work that is outside the usual course of the hiring entity's business; and

(C) That the worker is customarily engaged in an independently established

NOTE: if the independent contractor doesn't meet the ABC test, please proceed to speak with HR about hiring them as an employee.

For additional guidance, please refer to the **10 Golden Rules re Independent Contractors 2019** below and contact HR:

1. Don't engage a former employee as an Independent Contractor
2. Don't engage an Independent Contractor who recently was an employee anywhere else
3. Don't be an Independent Contractor's first customer
4. Don't engage an Independent Contractor to perform the same work as employees

5. Don't prohibit an Independent Contractor from working for other companies
6. Don't provide training to an Independent Contractor
7. Don't attempt to control how, where, or when work is performed
8. Don't provide tools or equipment
9. Don't reimburse for business expenses
10. Be careful converting an Independent Contractor to an employee

## B. INDEPENDENT CONTRACTOR PROCESS AND FORMS

1. Once Contractor status has been met, appropriately authorized employees should complete the Independent Contractor Agreement template. The Contractor will need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

2. The Signed Agreement, W-9, TB & DOJ forms should be forwarded to both contracts@aspirepublicschools.org and the Director of Employee Services for review and approval, **prior to the Contractor beginning work**.
3. The contracts team will coordinate with HR to ensure the contractor is TB/DOJ cleared. The contracts team will also review the contract with the Financial Analysts team to confirm approval of the budget amount of the contract.
4. Once approved, the Independent Contractor Agreement will be signed based on Purchasing Approval limits within the fiscal control policy document, and will be added into the COUPA purchasing system.

PLEASE NOTE, CONTRACTORS WITHOUT THE APPROPRIATE DOCUMENTS OR CLEARANCES WILL BE SENT HOME TO HELP ENSURE THE SAFETY OF OUR STUDENTS, STAFF, AND TO PROTECT THE ORGANIZATION.

At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice their site contact. Invoices should be approved and coded and uploaded directly into COUPA.

To terminate an agreement prior to the completion of the project, please see the Termination Letter Template on MyAspire.

## Independent Contractor Forms (accessible on MyAspire)

| Form | What is this used for? | Document |
|---|---|---|
| **Independent Contractor Agreement** | Agreement needs to be completed for Independent Contractors unless an MOU is in place.<br><br>Signing Authority: Please review the total amount of the contract and follow Aspire's guidelines to determine who can sign on behalf of Aspire. All authorized signatures should be Principal or Director level and above. | Independent Contractor Agreement.pdf<br><br>Independent Contractor Agreement Fillable Form.pdf |
| **W-9** | All independent contractors need to complete a W-9 Tax Form. | Form W-9.pdf |
| **DOJ** | All independent contractors who will be working at school sites are required to receive DOJ clearance prior to beginning work. Locations of Live Scan facilities can be found here: http://ag.ca.gov/fingerprints/publications/contact.php.<br><br>Independent Contractors should write "Contractor" on the application form. The cost of fingerprinting will not be reimbursed by Aspire Public Schools.<br><br>To determine whether or not Clearance has been received, please contact HR. | Live Scan Application.pdf |
| **TB** | All independent contractors who will be working at school sites are required to provide proof of a Negative TB (PPD) result. Aspire will not reimburse Independent Contractor for this cost. | |
| **System Access** | Independent contractors often need access to Aspire's data systems in order to do their work. To ensure that our data is kept secure and confidential, this form should be completed by independent contractors and returned to the technology team as part of a request for system access.<br><br>The completed form can either be attached to a help ticket or emailed to the technology team member responding to the request for access. | Data Access Form.pdf<br><br>Aspire Data Access and Use Agreement.docx |
| **Termination of Agreement** | You may use this template if you choose to end an Independent Contractor Agreement prior to the completion of | Contract Term Letter.docx |

| | | |
|---|---|---|
| | the project. No document needed to end agreement if work has been completed as described in the Agreement. | |

# V. Credit Cards

## A. CREDIT CARD PURCHASES

At times, it is necessary for purchases to be made on a corporate credit card. Aspire Public Schools issues credit cards to specific authorized employees to benefit Aspire Public Schools and the purchaser through prompt payment to suppliers and vendors. Credit Cards are issued at the discretion of the CFO and Controller to current employees who are granted purchasing authority (see Approval Matrix). Cardholders agree to all purchasing policies and procedures as well as the cardholder agreement (see Cardholder Agreement).

Violations of these policies will be investigated and may result in a written warning, suspension or revocation of credit card privileges, disciplinary action, or termination. The CFO and Controller have the authority to investigate any potential violations and determine recommended actions as deemed appropriate.

Cardholders are responsible for the activity on the card. Aspire Public Schools may suspend or cancel the card at any time for any reason and cardholders will surrender the card upon request.

Credit card violations may include, but are not limited to:

- Purchase of personal items or items for family/friends
- Credit card usage for cash advances
- Credit card payments for invoices without proper authorization
- Failure to return cards upon request
- Loaning of card to any other person
- Failure to reconcile credit card statement on monthly basis
- Failure to provide other support for charges as requested
- Two incidences of missing receipts over a three month period

Below is a list of credit policies for card holders to closely follow:

- The credit card is to be used for business purposes only

- Credit card limits will be established based upon role and responsibilities and will not exceed $10,000.
- If a greater limit is needed for a particular employee, a request may be submitted by the employee's supervisor, and approved by the Controller or CFO.
- No personal items should be charged to Aspire issued credit cards.
- Should an employee experience two (2) violations in a three (3) month period, they will be subject to at least one (1) month suspension on credit card privileges.
- Continual violation of credit card policies may result in cards being canceled.
- Credit cards may not be used to pay for invoices from vendors unless authorized by the CFO and Controller.

Each cardholder is expected to do the following in regards to receipts and reporting:

- Complete credit card reconciliation (statement review).
- Provide copies of corresponding receipts within stated deadline to online site. Receipts should be itemized and show entire details of what is purchased, especially for meals and restaurants (a credit card charge slip or statement is not sufficient).
- Maintain original receipts and send to Finance team employee upon request.
- When providing receipts, cardholders are expected to provide a brief description of purchase, provide codes such as object and resources, and ensure receipts uploaded are viewable.
- When receipts are missing, cardholders must complete Missing Receipt Acknowledgement Form which is uploaded as receipt image in lieu of receipt and approved by the cardholder's supervisor.
- Follow-up on any erroneous charges, returns, or adjustment to ensure proper credit is given on a timely basis.
- If card is lost or stolen, contact the Assistant Controller and Wells Fargo immediately to report.

## VI. Invoice Approval & Processing

Aspire Public Schools invoice approvals are mostly automatically generated by the purchasing system (Coupa) approval chains, which are driven by the Home Office and School Site/Regional Approval Matrices identified in the section regarding Authorized Approvers and Authorization Limits. Other invoice approvals are done manually via signature or email. Invoice approvals are completed prior to recording the invoice in the accounting system and subsequent payment.

Aspire Public Schools, whenever practical, shall pay invoices within 30 days of their issuance, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30 days may be put on a payment plan, allowing a monthly payment agreeable to both the organization and the vendor, unless another arrangement is reached agreeable to both the charter school and the vendor.

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the Accounts Payable Accountant who shall ensure timely payment or the development of payment plans to be approved by the CFO. The Accounts Payable Accountant also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount, payable description, and account. Payments of invoices shall be processed weekly. All purchases in excess of $250,000 shall be approved by the Board of Directors. All invoices will be approved by the CEO, CFO, Department Head, or appropriate School Leader prior to payment. No payment will be made without a properly approved invoice or other supporting documentation. All contracts that equal or exceed $250,000 shall be approved by the Board of Directors.

## VII. Cash Disbursements & Wire Transfers

The following internal controls are in place for disbursements:

- Pre-numbered checks and special check protective paper
- Match disbursement records against accounts payable / open invoice files
- Bank statements reconciled to cash accounts and any outstanding checks verified
- Separation of duties to the extent possible for an organization of Aspire Public Schools' size
- The CEO, CFO, and COO are designated as check signers.
- The CEO, CFO, Director of Finance, and Controller are authorized administrators on the Wells Fargo CEO Portal to manage electronic banking
- Blank checks will be held at Aspire Public Schools and locked in a cabinet or safe. Check signers will not have access to the cabinet or safe.
- Voided checks shall be retained to ensure proper maintenance of checking account records

## A. DISBURSEMENT PROCEDURES

Aspire utilizes Wells Fargo Payment Manager Software to process their checks. Wells Fargo must be provided with the appropriate information in order to write the checks on the Aspire's behalf. The software extracts the check batch to be processed from MIP, and uploads the batch for CFO or Controller approval. The CFO or Controller review the individual items and details in the payment batch prior to releasing the batch to Wells Fargo for processing.

The CFO or Controller examines the batch as compared to their AP aging detail to ensure that the items being paid are in accordance with their approval. If there are items that need to be removed/added/edited, the CFO or Controller returns the batch to AP team at which they will modify the batch. The batch then is resubmitted, and the cycle starts over.

Once the batch is approved by the CFO or Controller in whole, the custom software transmits the necessary data to Wells Fargo for payment, and the batch is posted by AP in MIP.

If physical checks need to be printed, they are created by the AP team, and given to the CEO, COO, or CFO for verification, approval, and signature.

Authorized signers of checks are CEO, COO, or CFO. The checks are given back to the AP team to be mailed. The voucher package is filed by vendor in filing cabinets.

The AP team handles the transmission of the positive pay data to ensure that Wells Fargo honors all manual checks processed in office. The mailing of checks by AP is not deemed a significant risk as the bank will only process those checks that are listed on the positive pay file. Positive pay data submission is not necessary to be done by the AP team for checks processed by Wells Fargo because it is already done automatically when the file is submitted.

Payment Manager processing through the Wells Fargo Link (custom software application) is our main processing method for checks and ACH payments related to AP expenses or AP vendor payments. The CFO and Controller are the only authorized individuals at Aspire to have access to log in to the Wells Fargo Link, thus, mitigating risks relating to unauthorized transmittal. In addition, the software does not modify data from MIP or add to data already in MIP. The batch must be processed on same terms as other payments that would be printed on site.

On occasion, the CEO, CFO, and Controller have access and may process an ACH payment batch through SAFE Transmission on the Wells Fargo CEO Portal. Payment

files are created through text files generated from MIP by the AP team and then reviewed by the CFO, Controller, or Director of Finance prior to processing. CNOTE confirmations are directed to the team from the CEO portal after a successful transmission has been processed.

### B. WIRE TRANSFERS

Intra-company transfers (fund transfers between Aspire Public Schools owned bank accounts) can be executed by the CEO, CFO or Controller as necessary to make Funds available in the operating accounts.

Wire transfers out of Aspire Public Schools accounts to Vendors require standard purchase documentation (e.g., either contracts, or Purchase Orders, Invoices and Payment Approvals) and must be initiated by the Staff Accountant or Assistant Controller and approved Controller, Director of Finance, CEO, or CFO.

## VIII. Petty Cash

### A. OVERVIEW FOR PETTY CASH

- Each Aspire Public Schools school site is allowed to have up to $200 in Petty cash for day-to-day purchasing needs of less than $25 per purchase.
- Petty cash can be reimbursed from the Home Office as quickly as a monthly basis upon receipt of the school ledger and receipts. Otherwise, reimbursements will be done as reported by the schools.
- Petty cash is to be controlled by the Office Manager or Business Manager of the school site.

- Each school site with petty cash must report a ledger with receipts at least once per year.
- Each site should have a petty cash box (with a lock) and a receipt book. The Home Office will send each school site a petty cash ledger (spreadsheet).

### B. USE OF PETTY CASH

Petty cash should be used to purchase items such as:

- Emergency stamps
- COD package

- Pizza for a group of teachers/staff who help you get ready for an evening event, etc.
- Large pizza purchases are not permitted
- Treats, such as donuts or coffee, for parents or staff for support of an event

### C. HOW TO MANAGE PETTY CASH

In order to use petty cash you need:

- A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
- Signature of person receiving funds acknowledging receipt of money.
- The reason for the reimbursement listed on the paper.
- Your signature authorizing the transaction.
- A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original petty cash Ledger and receipts are due to the AP Team at the Home Office

### D. HOW TO REPLENISH PETTY CASH

Petty Cash can be replenished by sending the following documents to Home Office AP Team:

- Petty Cash Ledger
- Receipts attached paper
- Petty Cash Count sheet with signatures verifying accuracy

Once the AP team receives all the necessary information, a paper check will be issued to the school site where it can be cashed and then added back to the petty cash box that is locked up.

## IX. Employee Expense Reimbursement

### A. PURPOSE

The purpose of Aspire Public Schools' expense reimbursement policy is to:

- Maintain effective controls on resources

- Authorize reimbursement to teammates for reasonable and appropriate business purposes
- Ensure expenses are in compliance with IRS, state, and/or granting/funder agency regulations
- Ensure that resources are wisely used to achieve the organization's mission

All employees of Aspire Public Schools are eligible to submit expense reimbursements, documented with receipts, through our expense reporting system and are expected to do so in a timely fashion. All expenses must be approved by a supervisor or authorized person other than the employee before payment. Employees should make every effort to submit requests weekly or within 30 days of incurring such expense. Items submitted **45 calendar days** after the date it was incurred may not be reimbursed.

Reimbursements typically occur weekly on Thursday's but may vary due to holidays or Home Office closures. Once a supervisor has approved a report, it will go to the Accounts Payable team to process the payment. The Accounts Payable team will utilize direct deposits as the method of payment to expedite reimbursements to employees where direct deposit have been set up. It may take up to **7 business days** from the supervisor approval for a reimbursement to be issued to a staff member.

## B. EXPENSES ELIGIBLE FOR REIMBURSEMENT

Aspire Public Schools will reimburse employees for reasonable, necessary, and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, postage, supplies, meals, gas for rental cars, air travel, rental cars, and lodging. Below are specific guidelines for reimbursement of mileage, air travel, car rentals, other transportation, hotels, and meals and entertainment.

## C. EXPENSES INELIGIBLE FOR REIMBURSEMENT

Aspire must adhere to certain guidelines as set forth by the California and Tennessee Department of Education for the use of State and Federal funds. The following is a list of non-reimbursable items:

- Personal expenses or family member expenses
- Alcohol and tobacco (with exceptions noted in the Aspire Alcohol Policy)
- Laundry or cleaning expenses
- First class tickets or upgrades
- Early check-in fees for hotels, flights, and reservations
- Travel insurance

- Room upgrade fees
- Membership dues at any country club, private club, athletic club, or tennis club
- Baggage fee for less than 3 nights stay
- Hotel gym or health club fees
- Massages or spa services
- Traffic citations
- Movies or PPV in hotels
- In room minibar items
- Clothing or jewelry purchases
- Fee for obtaining background check and/or TB clearance test
- Cash advances
- Political contributions or donations

Common purchases from common vendors used on an ongoing basis exceeding a $1,000 threshold should not be charged to personal credit cards. Instead, expenses exceeding the threshold of $1,000 should be entered in Coupa as either a check request, or purchase order. Employees should follow up with their Office Manager about this process.

## D. SUBMITTING AN EXPENSE REIMBURSEMENT

The following guidelines must be followed to avoid delay in reimbursement of expense reports:

- When an expense is incurred, the original itemized receipt should be scanned or saved in PDF or JPEG format. Original receipts should be maintained by the employee for their own records. Receipts are required for all items above $25, and items $25 and below without receipt support may be rejected.
- A clear explanation of the expense should be provided in the expense template, so the supervisor and the Accounts Payable team (AP) can understand what the money was spent on. For meals, the business purpose of the meeting and the names and positions of all the attendees should be noted.
- The Expense Reimbursement Template should be completed. Select the project/site code affiliated with the expense report.
- When submitting business airline/mileage/car rental for reimbursement, follow the guidelines specific to those sections of the policy.
- Click on the “submit” icon located on the bottom of the page in order for the report to go through the appropriate approval chain process.
- Managers/Supervisors are responsible for reviewing that expenses are reasonable in amount, appropriate based on the employee’s responsibilities, supported by a receipt, coded accurately, and consistent with Aspire Public School’s expense policy prior to approving.

## 1. Mileage

Employees can be reimbursed for the cost of driving their personal car on Aspire Public School business (2019: Currently 58 cents per mile). The trip must be reasonable and necessary and approved by an employee's supervisor. Mileage must be submitted in the following format as displayed in the line item description: "Home Office to Monarch"; or "CV Regional office to CHA".

Note that an employee cannot be reimbursed for a "normal" commute. For example, if an employee has a normal 2 mile round-trip to work, and is assigned on a particular day to go to another location and that round trip is 10 miles, the mileage reimbursement will be for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or a Senior Leadership Team (SLT) member.

Aspire Public Schools is not responsible for parking tickets, or moving violation tickets.

## 2. Air Travel

Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to do the following when purchasing flights:

- Purchase airfare in Economy class or equivalent. If Economy class is unavailable, the employee must obtain approval from the CFO or Controller before purchasing a ticket.
- Purchase airfare at least 14 days ahead of travel when possible. Tickets purchased less than 14 days in advance must be approved by the employee's supervisor in advance of purchase.
- If airline flights provide a credit for refunds with regards to business airfares which Aspire paid for, the refund should be reimbursed to Aspire Public Schools.
- When expense reimbursements are submitted, it must include the following description: Order confirmation number/itinerary number, and date of travel. For example: AEX1234 and 05/31/17.
- Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.

- Airline baggage fees for trips lasting two nights or less are not allowable, unless traveling with a discount airline. Charges incurred for baggage on domestic flights should not exceed $50 per flight.

Aspire Public Schools is not responsible for lost, stolen, or damaged luggage. Should this occur, the employee is responsible for filing a claim with the airlines and/or the employee's own insurance company. If change fees are applicable due to a change in flight, the expense must be approved in advance by the employee's supervisor. Aspire Public Schools does not reimburse for early check-in.

**California/Memphis Air Travel:** In a continued effort to contain travel costs, Aspire has instituted a cap on flight expenditures in California and Memphis. The following limits will be in effect for round trip flights between these regions (based upon making a reservation at least 14 days in advance of departure):

- Memphis--Los Angeles & SF Bay Area - $500
- Memphis--Sacramento - $600
- SF Bay Area--Los Angeles - $250
- Sacramento--Los Angeles - $250

Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed.

## 3. Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (uber, taxis, public transit, and personal vehicles) are not available. Aspire Public Schools' corporate account with Enterprise should be utilized as much as possible because it will typically provide the best rate and may provide the best deal. The link to the Enterprise Corporate booking site is here. Aspire Public Schools employees are expected to do the following when booking rental cars:

- Rent "mid-size" models or lower and not exceed $40 per day base rate
- Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency
- Aspire Public Schools will not be responsible for damages that occur during business use of either a personal or rented car
- Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor

- Refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company
- Car rentals should be submitted in the line item description as follows: (Order number/itinerary number & service date(s) incurred)

## 4. Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

- Uber/Lyft/Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling
- Public transportation used instead of taxis when traveling out of town
- Train Fares

## 5. Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an overnight stay is required.

- Aspire Public Schools employees are expected to stay in standard business class lodgings, and room rates are expected to be reasonable for the location, otherwise are subject to rejection and may not be reimbursed. Below is an approved list of hotels and lodging within each of our regional locations:

**Bay Area Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Bayside Hotel / Best Western | 1717 Embarcadero, Oakland, CA 94606 | 510-356-2450 | $165 | See Google Doc HERE |
| Executive Inn | 1755 Embarcadero, Oakland, CA 94606 | 510-536-6633 | $149 | See Google Doc HERE |
| Oakland Marriott City Center | 1001 Broadway, Oakland, CA 94607 | 510-451-4000 | 12% off stay | See Google Doc HERE |

**Central Valley Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Holiday Inn Express | 5045 S State Highway 99 E Frontage, Stockton, CA 95215 | 209-946-1234 | $129 | See Google Doc HERE |
| Hilton Stockton | 2323 Grand Canal Blvd. Stockton, CA 95207 | 209-957-9090 | $139 | See Google Doc HERE |

**Los Angeles Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Embassy Suites | 8425 Firestone Blvd, Downey, CA 90241 | 562-861-1900 | 10% - 15% off stay | See Google Doc HERE |
| Millennium Hotels | 506 S Grand Ave, Los Angeles, CA 90071 | 213-612-1511 | $185 | See Google Doc HERE |
| Crown Plaza | 6121 E Telegraph Rd, Commerce, CA 90040 | 323-728-3600 | $179 | |

**Memphis Regional Hotels and Rate Information:**

| Hotel | Address | Phone | Hotel rate | Instructions |
|---|---|---|---|---|
| Sheraton Memphis Downtown Hotel | 250 North Main St, Memphis, TN 38103 | 901-527-7300 | $129 - $135 | See Google Doc HERE |

- For other hotels/lodging, use the current GSA per diem lodging rates below as a guide (rate per night excluding taxes). Reimbursements submitted in excess of these rates may not be approved:
    - Bay Area: $175
    - Central Valley: Sacramento: $135
    - Central Valley: Stockton/Modesto: $116
    - Los Angeles: $180
    - Memphis: $121

- Any lodging stay outside of that stated above must be approved by the employee's supervisor (written consent to be attached with receipts).
- Employees will not be reimbursed for a stay in a city longer than that is legitimately necessary.
- The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

- When work commitments require Friday and Monday trips to the same city, employees are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
    - Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
    - Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

## 6. Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Please see below for breakdown of Aspire's maximum daily reimbursement of $60:

- Breakfast (6:30 am – 11 am) $10 including tip
- Lunch (11:30 am – 4:30 pm) $20 including tip
- Dinner (5 pm – 9 pm) $30 including tip

It is not acceptable to purchase one meal for one person at the daily maximum of $60.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- An itemized receipt of food/drinks purchased as well as the description of purpose of meal is required. This must include the number of individuals and the names of those attending, their titles, business relationship, if applicable, and business purpose of meal and/or entertainment.

- Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.

### 7. Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

Note: Please verify with the Office or Business Manager if certain orders can be placed through the punch out catalog through Coupa in which vendors can automate invoices through the software. This will provide an additional discount when using the catalog, and diminish excess charges on personal credit cards.

## X. ALCOHOL POLICY

Per California Education Code Section 32435, no school district, county board of education, or county superintendent of schools can expend public funds on the purchase of alcohol. In addition, the risks associated with the consumption of alcohol at events sponsored by Aspire Public Schools must be actively managed. The purpose of this section is to outline when and how alcohol expenses at Aspire Public Schools-sponsored events will be reimbursed and how to manage the risk associated with serving alcohol.

No alcohol purchased for an Aspire Public Schools-sponsored event can be paid for with public funds. Any such expenses must be approved and paid for with private, unrestricted philanthropy. The following Aspire-sponsored events may include alcohol consumption paid for with private funds:

- Annual Town Halls
- Annual Leadership Retreat
- All-Principal Meetings
- All-Directors Meetings
- Region, School or Department Retreats

Any other alcohol expenses must be reviewed and pre-approved by Chiefs, for department or other Aspire-wide events, or Area Superintendents for school or regional events.

All alcohol expenses must be coded as follows:

- Object Code: 5206 (Approved Beverages)
- Resource Code: 0000 (Unrestricted and will be covered with private funds)
- Site Code: Home Office Department (100-199); Regional Office (200, 300, 400 or 500)

The Chief Financial Officer will be responsible for monitoring the overall adherence to the policy and for ensuring that the organization has adequate philanthropic funds to cover the purchase of alcoholic beverages such that no public funds are used. In addition, the Chief Financial Officer will report back to the Chiefs if the budget for alcohol for these events has been exceeded.

The Accounts Payable team will be responsible for monitoring alcohol reimbursement / invoice payment requests and for ensuring that alcohol beverages are coded to a home office or regional office site and the appropriate object code. If the itemized receipt includes food and alcohol, the coding for the expense reimbursement must be split into parts to differentiate between the object/site code for food and the object/site code for alcohol.

**Risk Management**
Aspire has an obligation to manage the risk exposure when alcohol is being serviced at an event. Here are some suggestions that Area Sups and Chiefs can consider when hosting an Aspire organized event that includes the consumption of alcohol:

- Limit the number of drinks
- Offer cabs
- Include some language in the agenda about responsible drinking
- Serve food with the drink

# Asset Management

## I. Bank Statements & Reconciliations

### A. BANK RECONCILIATIONS

Bank reconciliations for all Aspire bank accounts are performed on a monthly basis by the Accounting staff. They are reviewed by either the Assistant Controller or Controller. Outstanding check lists are provided for each account in the reconciliation including a list of payroll checks for applicable accounts. The list of outstanding checks

for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. Phone calls and emails to vendors with outstanding checks are made typically after an item becomes 90 days old. The list of outstanding checks for payroll are sent to the payroll staff monthly for follow up. Phone calls and emails again are typically done after the item is 90 days old.

Reporting of unclaimed vendor or employee expense checks is performed after the check becomes 3 years old from the end of a given fiscal year. These items are reported to the California State Controller's Office on an annual basis. Unclaimed payroll checks are reported to the California State Controller's Office once the check becomes 1 year old from the end of a given fiscal year. Unclaimed payroll checks are reported on an annual basis.

# II. Cash Management

## A. CASH MONITORING

Day to day monitoring of cash balances within Aspire's bank accounts is managed by the Assistant Controller and overseen by the Controller and CFO. The main day to day operational bank accounts of Aspire for receipts and payments include:

- Wells Fargo California Checking account
- Wells Fargo Tennessee Checking account
- Umpqua California account (deposits only)

In addition, each school site has at least one bank account for specific school site receipts and payments (refer to school site ledger section).

On at least a weekly basis, the staff accountant or Assistant Controller prepares a summary cash position for the main bank accounts together with any cash balances within Government Money Market Funds and Treasury Bills (refer to Investment Policy Statement section). Based upon the cash projection for the week and month, including the timing of accounts payable, payroll and receipts, the Assistant Controller will recommend amounts to move to or from the Wells Fargo California Checking account. This is reviewed by the Controller, and if approved, cash transfers will be initiated and approved from within the Well Fargo CEO portal or Umpqua banking portal. Wire transfers are initiated within Umpqua by the staff accountant and approved and released by the Controller, Director of Finance or CFO. Cash transfers to or from the Government Money Market Funds are executed by the Controller,

Director of Finance or CFO upon approval by the CFO. The Government Money Market Funds are accessed through the Wells Fargo CEO portal and cash transfers are restricted to only flow to and from the Wells Fargo California checking account.

Refer to the following sections for more specific cash receipts and payment processes:

- Cash Receipts & Deposits
- School Site Deposit Process
- Invoice Approval & Processing
- Cash Disbursements & Wire Transfers
- Petty Cash

### B. BANK SIGNATORIES

The CEO, CFO and COO are authorized bank signatories. Limits of authority are set out in the Authorized Approvers & Authorization Limits section within the fiscal control policies.

### C. ONLINE BANK ACCESS

Access to the Wells Fargo CEO and Umpqua portals is controlled by the Controller, Director of Finance and CFO. No other roles have access to administration. All transactions within the Wells Fargo CEO and Umpqua portals (with the exception of Government Money Market Fund transfers) require dual custody, meaning that no one individual can enter and approve a transaction or add/edit services to a user profile without the review and approval of another. Access to the Government Money Market Fund transfers is restricted to the CFO, Controller and Director of Finance.

## III. Investment Policy

### A. SCOPE

This policy applies to those state and private funds of Aspire Public Schools that may be used for any purpose and are defined by an unrestricted resource code under the general ledger chart of accounts. It also applies to restricted private donor funds which are not limited from investing (hereinafter "Cash"). Cash *excludes* all 2015 and

2016 Bond proceeds, which are not investable. The purpose of this policy is to set forth guidelines for the investment of the Cash. This policy also defines how decisions regarding the management and investment of Cash shall be made.

## B. ROLES AND RESPONSIBILITIES

Aspire Public Schools' Board of Directors has delegated the authority to invest or reinvest Cash of Aspire, and to manage Aspire's investments, to the Chief Financial Officer ("CFO"). The CFO or Controller shall be responsible for communicating this policy to brokers and investment advisory firms. The CFO or Controller shall also be responsible for executing transactions, authorizing specific investment instruments and managing liquidity in accordance with this policy. The Board of Directors shall not approve the purchase or sale of specific investments and shall not make decisions regarding the management of Aspire's investments. The CFO or Controller will be responsible for reporting the investment performance, account balance and asset allocation to the Board of Directors at least quarterly in conjunction with the Board of Directors' review of financial statements. Such report shall include information necessary for the Board of Directors to review the investment portfolio, review the practices and procedures of the CFO, and review whether the investments comply with the Investment Policy Statement and whether Aspire has adequate funds to meet its obligations. The Controller is also responsible for monitoring the available Cash to be invested. This will be done by calculating quarterly the funds received by the state or private donors that is restricted by purpose, and in the case of private donor funds is also restricted from investing (hereinafter "Restricted Cash"). The Restricted Cash balance will be maintained in the Aspire checking accounts over the course of the following quarter, and adjusted for any significant Restricted Cash received or expended. Any additional money will be treated as Cash available to invest.

## C. INVESTMENT PHILOSOPHY

This policy establishes the underlying goals of Aspire Public School's investment strategies and identifies the types of investment vehicles eligible for company investment. Goals of investment instruments are in priority order:

1. Protect and Preserve Principal – minimize the probability of a loss of principal value.

2. Provide appropriate level of liquidity for Aspire's cash needs by ensuring that an adequate allocation of cash equivalent securities is maintained and that the other investments can be readily converted into cash if necessary
3. Earn a suitable amount of interest income considering the objectives of preserving principal, liquidity and prevailing market conditions.

In order to achieve these objectives the portfolio will approximately match the anticipated cash needs.

## D. INVESTMENT PORTFOLIOS

Aspire Public School's Cash and investments are grouped into two categories: Operating Cash and Core Cash.

**General Maturity Parameters**:

1. Operating Cash:
    - Provides short-term liquidity for day-to-day operating needs. The maximum maturity of any security shall not exceed 1 month. The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days.

2. Core Cash:
    - Provides a buffer of short-term liquid securities, readily convertible to cash. The maximum maturity of any security shall not exceed 1 year and the weighted-average portfolio maturity shall not exceed 9 months. The core cash portfolio will represent the remainder of cash not invested in the Operating Cash Portfolio.

## E. DIVERSIFICATION PARAMETERS

It is the policy of Aspire Public Schools to maintain appropriate asset diversification. To adhere to this policy the investments shall be diversified by:

1. Limiting investments to overconcentration in securities from a specific issuer or business sector (excluding U.S. Treasuries/Securities)
2. Limiting investments in securities that have higher credit risk
3. Investing in securities with varying maturities

4. Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations

## F. ELIGIBLE INVESTMENTS

The following is a list of authorized security types. However, a particular investment being listed as authorized is necessary but not sufficient criterion to make it an appropriate investment. Each individual investment should be assessed within the context of the current market environment to determine if it adheres to policy objectives:

1. U.S. Treasury Obligations
2. U.S. Agencies and Government Sponsored Enterprises
3. Government Money Market Funds

## G. INVESTMENT ALLOCATION MATRIX

| Investment Type | Quality Criteria | Maturity Limit | Asset Class Limits | Issuer Limits | Eligible Investment Portfolio |
|---|---|---|---|---|---|
| U.S. Treasury Obligations | Full Faith and Credit of U.S. | Up to 12 Months | 100% of Portfolio | Unlimited | Operating, Core |
| U.S. Agencies and Government Sponsored Enterprises | S&P >= AA-/A-1+<br>Moody's >= Aa3/P-1<br>Fitch >= AA-/F1+ | Up to 12 Months | 100% of Portfolio | Up to 40% of Portfolio | Operating, Core |
| Government Money Market Funds | S&P >= AAAm<br>Moody's >= Aaa-mf<br>Fitch >= AAAmmf | N/A | 100% of Portfolio | 50% of Portfolio and up to 3% of Money Market Fund assets | Operating, Core |

Should any of the investments become out of variance based on the tolerance levels or limits noted above, timely communication will be made to the CFO in order to resolve the discrepancy.

## H. DELEGATION AND AUTHORIZATION

Authority to manage Aspire Public School's investment program is delegated to the CFO, who shall be responsible for managing all investment transactions and may

delegate ministerial functions, such as initiating investment transactions approved by the CFO, to qualified Aspire staff. The titles of individuals currently fulfilling the following positions are authorized to initiate transactions on behalf of Aspire Public Schools: CFO, Controller and Director of Finance.

## I. ADVISOR – BROKER RELATIONSHIP

The CFO shall choose investment advisory firms and brokers involved in Aspire Public Schools' investment program after reviewing options presented by the Controller. The Controller shall administer the program and maintain relationships with advisory and brokerage firms. Such firms shall work through the Controller for managing individual investment vehicles and communicating with Aspire Public Schools.

## J. INVESTMENT POLICY EXCEPTION

All exceptions to this policy will require approval by the CFO.

Exceptions may include the following circumstances:

1. A permitted security will have a minimum of two of the three required ratings from Standard & Poor's, Moody's or Fitch. If a purchased security falls below the minimum rating requirement, the security will be reviewed by the CFO.
2. A security with a single rating may be purchased if it meets the minimum ratings criteria. Securities with two or more ratings are acceptable if at least one rating meets the minimum ratings criteria set forth herein.
3. Security and portfolio allocation limits will be determined at the time of purchase. If an asset class surpasses the appropriate allocation limit due to changes in the overall portfolio, the CFO shall be notified and will review the portfolio to determine if any course of action is necessary.

## K. OPERATING COVENANTS CONSIDERATION

It is the intention of Aspire Public Schools to comply with both its banking and annual 2015 and 2016 bond covenants. The implementation of this investment policy will consider the impact of those covenants and any future covenants before an investment transaction is authorized.

## L. INVESTMENT POLICY REVIEW

The CFO will regularly review and modify the terms of this Investment Policy Statement as the CFO deems necessary. Prior to any changes being implemented, the CFO shall present this Investment Policy Statement to the Board of Directors for review. The CFO shall present this Investment Policy Statement to the Board of

Directors for review at least annually. The Board of Directors shall review the Investment Policy Statement and recommendations of the CFO on revisions to it, but shall not take any action or direct the CFO to take any action with regard to Aspire's investment policies, or otherwise formulate or approve any of Aspire's investment policies.

## M. INVESTMENT POLICY APPROVAL

The Investment Policy Statement was reviewed and most recently approved by the Aspire Public Schools CFO on June 12, 2018, and reviewed by the Board of Directors on June 21, 2018.

**OPERATING PROCEDURE REGARDING INVESTMENTS**

This is a supplemental page on operational procedures for our investment policy is not a part of the policy:

1. On a weekly basis, the Assistant Controller prepares a Cash analysis of all cash held in CA and TN checking accounts as well as the balances in the Securities account.

2. In the cash analysis, there will be three checks for compliance in regards to the policy:
    a. To ensure we meet our Restricted Cash balance requirement
    b. To ensure we meet our Operating Cash balance requirement
    c. To ensure we meet the issuer limits requirement for each of our investments

3. Restricted Cash Balance Requirement: Restricted Cash is identified by using specific resource codes under the general ledger chart of accounts. On a quarterly basis (3/31, 6/30, 9/30, 12/31), a trial balance of all cash and investment codes is analyzed to identify all positive Restricted Cash balances (sometimes a restricted resource code can be negative, or overspent, due to timing in receipt of funds). The total amount of all the positive Restricted Cash codes at the end of a given quarter will be the amount of cash we must maintain within our checking accounts for the upcoming quarter. Unless there are significant Restricted Cash funds received or expended during a quarter, we will not modify the Restricted Cash balance to be maintained during the quarter.
    a. Due to changes of cash flow during each quarter, cash balances in checking accounts will be analyzed on a weekly basis to ensure we meet our Restrict Cash balance requirement for the quarter. Funds will be moved to and from the investment and checking accounts to ensure compliance.

4. Operating Cash Requirement: The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days. We must keep sufficient

liquidity to meet this requirement. Cash in our checking account combined with securities maturing over the next 30 days will used to calculate Operating Cash.

5. In order to maximize the available Cash to be invested, the Finance team must ensure it is spending Restricted Cash throughout the course of a year (Historically, we have waited until year end to spend certain funding). The Assistant Controller and Director of Finance are responsible for coordinating the spending of Restricted Funds throughout the year.
    a. EPA and SB 740 Funding are examples of two types of Restricted Cash resources that we need to begin allocating expenses for throughout the year
    b. Pyramid Peak funds in TN will also need to be analyzed quarterly to ensure we are spending them down in a timely fashion
    c. Resource 7338 (College Readiness Grant) and Resource 6264 (Educator Effectiveness Grant) will be spent down throughout FY17/18.

# IV. School Site Ledgers

## A. SCHOOL SITE CHECKING ACCOUNTS

Aspire has created one checking account for each school it operates and has opened three additional checking accounts at schools to support Student Body groups, Field Trip fundraising, and other Development teams. Each school site checking account is monitored on a weekly basis by the Accounting team to manage cash balances and sweep any excess funds deposited to the school's general fund.

The School Site Checking accounts are to be utilized by the school sites for making deposits of donations or fundraising proceeds and to issue checks for the expenditures less than $250. Office Managers/Business Managers are responsible to keep support documents and maintain the ledger up to date by using the Online School Ledgers.

***Deposits:*** Deposits must be made at least once a week. Prior to deposits, Office Managers/Business Managers should make copies the checks. Copies of checks are kept at the school for internal financial records. The Deposits Summary Sheet must be filled with deposits breakdown and check/cash count and verified by two personnel including Office Managers/Business Managers.

Mealtime payment should not be deposited to school site account. It should be deposited to Aspire's main checking account and all backup documents should be sent to Home Office by courier.

In cases where a parent has written a bad check repeatedly, a School may request other form of payment using the NSF Check Letter.

***Check Payments:*** Check payments are limited to $250 per check. Writing multiple checks to pay for expenses greater than $250 is prohibited. Office Managers/Business Managers must obtain an invoice or receipt to write a check. Where invoices or receipts cannot be obtained, appropriate detail documenting the expense should be supplied. A Principal is the sole signer of checks. In absence of a Principal, the Area Superintendent may appoint an Interim Principal or other authorized person to sign checks.

***Online School Ledgers:*** Within 5 business days of the transactions, Online School Ledgers must be updated with applicable documents uploaded. Coding and procedures are available here.

# V. Nutrition Application Collections & Payment Procedures

## A. APPLICATIONS & ELIGIBILITY

1. The school distributes an application with "Food Service Policy" to all households. Every household is encouraged to return it to designated school personnel as soon as possible within the first week of school.

2. School personnel verify that applications are complete and send completed applications to Aspire FS main office **same day** of receipt from a household.

3. The Aspire FSA determines the eligibility of students by inputting data from the completed household Free and Reduced applications into Mealtime Applications Software which has the state's 2017-2018 eligibility scale. The Aspire FS sends notifications of eligibility the appropriate households and ensure that eligibility is reflected in the school's MealTime system.

4. The Aspire FSA selects the required number of households to verify income and sends "Names of Selection for Verification" to the school, and mail notifications to the appropriate household. If a household does not respond

within a week of verification deadline, the school personnel contact the household and documents that contact. The school sends all household responses and documented contacts to the Aspire FS before the verification deadline.

a) *If household has responded before the deadline*, the Aspire FSA sends a "Notification of Eligibility" to the household and ensures that eligibility is reflected in the school's MealTime system.

b) *If the household does not respond before the deadline,* the Aspire FSA sends a "Notification of Denied Benefits" to the household and ensures that the school's MealTime system reflects a "paid" eligibility for all students from the household. If the unresponsive household wishes to re-apply, the Aspire FS requires any **new application to be accompanied with the documentation requested during the verification time period**.

## B. PAYMENTS/CHARGES

1. Payments are collected in the school front office by the Office Manager/Assistant, Cafeteria Manager, or online. Payments can be made by students or parents on a daily, weekly, or monthly basis. Notification is given via phone or mail to accounts that have hit their charge limit, so identification is not made in the service line. Each student is allowed to charge up to 3 meals. Once a student accumulates 3 charged meals on an account, the Paid student can no longer be served without prepayment. Billing Statements will go out once a week. If payments are continually late, charging privileges are terminated and prepayment is required.

2. The money received is counted by the cafeteria manager daily. At the end of each week the office manager deposits the money into the bank. All records are sent to a home office. The home office accounting department reconciles the deposited money.

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NOTE: The only protected classes covered under the Child Nutrition Programs are race, color, national origin, sex, age, or disability. – U.S. Department of Agriculture Letter, May 24, 2013

# VI. Fixed Assets

## A. PURPOSE AND OVERVIEW

Aspire Public Schools utilizes Sage FAS Depreciation 2017.1 accounting software to record, track, and report on all fixed assets. All fixed assets will be tagged, recorded, tracked, and reported by the Accountant at the Home Office in Oakland. Examples of fixed assets include but are not limited to: land, buildings, vehicles, equipment, and furniture. Having a tracking system such as Sage FAS Depreciation benefits Aspire Public Schools because it:

- Provides Aspire with a system to value, track, and report items with significant value for accounting purposes. It helps also in meeting State and Federal Account requirements.
- Assists in providing useful information for Risk Management/Insurance purposes.
- Easy use in identifying assets and yearly inventory processes.

## B. DEFINITION

Aspire Public Schools defines a fixed asset as an item, tangible in nature, with a per unit value of $5,000 or greater, and having a useful life in excess of one year. Fixed assets are acquired by purchase, through construction, or donation. One exception to the per unit value rule is furniture and equipment. Bulk furniture (Object code 9443) and equipment (Object code 9444) purchases greater than $5,000 should be capitalized as its useful life is typically around 7 years or greater.

The use of fixed asset is synonymous with the term capital asset.

## C. ACQUISITION

Typically, transactions that become fixed assets are initiated by a purchaser (who requests a purchase through a PO) and authorized by a principal or a manager. The asset goes through the AP process and is posted into the general ledger. Other projects initiated by the school sites or Facility Manager can be capitalized as well as long as it meets the per unit value requirement of $5,000. It is not uncommon for Aspire to receive an asset donation and in this situation the asset will be recorded with a journal entry by the Accountant at the Home Office. Donated fixed assets to the organization will require a letter or other documentation stating specific details such as value and description of the particular asset. Routinely, the Accountant reviews all general ledger transactions for items coded to the fixed asset accounts and items that may be miscoded to an expense account. The Accountant also meets regularly with the Facilities Manager to discuss updates on projects ongoing at school sites (Refer to the “Fixed Assets Additions-Disposals” job aide for more details on procedures for acquisitions of assets).

## D. TRACKING OF FIXED ASSETS

The Accountant at the Home Office is responsible for ensuring all fixed assets are tagged, recorded, tracked, and reported on. Routinely, the Accountant reviews the general ledger to identify fixed assets. Once an asset has been identified, the owner of the PO for the asset purchase will be contacted and notified that the asset will need to be tagged.

Within the Sage FAS Depreciation module, the Accountant is responsible for creating an active asset in the system and entering all applicable information. Typical information to be entered in the new asset created should be:

- Aspire Inventory tag number
- Acquisition date
- Description
- Account codes (Asset and accumulated depreciation account codes)
- Location
- Vendor/manufacturer
- Serial number (if applicable)
- Site/department
- Invoice number
- Quantity and total cost
- Useful life of asset

## E. TAGGING FIXED ASSETS

Tagging of a fixed asset will be facilitated by the Accountant. If the Accountant is not available to tag an asset, the tagging should be done by an IT member or School Administrator. Tags will be provided by the Accountant and a photo of the tagged item should be sent to the Accountant if he/she is not present in the tagging of the asset. A tag should be placed on the item(s) within two weeks of the acquisition.

Tags are used to more closely identify the asset and are very important to its proper disposal or transfer. Not every asset that is recorded is given an asset tag.

Examples of assets that are not to be tagged:

- Building/leasehold improvements
- Software
- Other intangible assets (land)

Examples of assets that are to be tagged:

- Computer equipment (servers, wireless networking equip.)
- Furniture
- Other equipment (storage containers, telephone systems, projectors)

It is critical for assets to be tagged properly so the tag will stay on for life of the asset. If tags do become detached or unreadable for any reason, the Accountant at the

Home Office should be notified immediately and the tagged to then replaced with a new one.

It is the responsibility of the Accountant to meet annually with IT Regional Managers to review computer hardware and software related items. The purpose of this meeting is to receive a current status on all equipment to make sure disposals or transfer occur on timely basis.

## F. DEPRECIATION

Depreciation calculations shall be executed in the Sage FAS Depreciation system once a month by the Accountant during the month-end closing process. The Accountant then prepares the entry into MIP (Accounting system) to record the depreciation amounts. Depreciation amounts are calculated based on the total value of the asset and the useful life. They are calculated on the straight-line method. Once all acquisitions for the month have been recorded in FAS system, the Accountant shall run the depreciation.

The useful lives of typical Aspire assets are as follows:

| **Asset Class** | **Example:** | **Useful Life (Years)** |
|---|---|---|
| Buildings | Classrooms/Gyms | 30 |
| Building Improvements | HVAC, Plumbing, Electrical, Flooring, Painting | 10-15 |
| Leasehold Improvements | HVAC, Plumbing, Electrical, Flooring, Painting | 10-15 or the remaining life of lease, whichever is shorter |
| Computer Equipment | Servers and hardware | 3-5 |
| Custodial Equipment | Floor scrubbers and polisher | 5-10 |
| Outdoor Equipment | Playground equipment, pumps | 10-15 |
| Furniture | Desks, chairs, cabinets, storage, etc | 5-7 |
| Computer Software | Admin and Instruction | 3-5 |

## G. PROPERTY DISPOSAL

If an item asset reaches its “end-of-useful-life” (as determined by a Director or Principal), the items will be classified as obsolete and disposed of. When an item is

determined to be obsolete, it is extremely important to take note of the tag number associated with it. This tag number is to be immediately reported to the Accountant at the Home Office once the asset has been disposed of. If the item does not have a tag number a description of the items being disposed shall be reported the Accountant to determine whether a disposal entry is needed.

There are situations where schools may be leaving a location and moving on to a new one. In these cases, the Accountant will be in close contact with the Office Manager at the schools location on the transfer, disposal, or sale of the schools assets.

## H. PHYSICAL INVENTORY

A physical inventory is necessary for accountability and control. It confirms the reliability that can be placed on the fixed asset accounting system by verifying the actual existence of items represented by the fixed asset records. At least annually, the Accountant at the Home Office will be responsible for coordinating an inventory check up with each school site. The schools will need to go through and see that all assets that have been tagged still have a tag and if they see tags that need to be replaced, the Accountant shall provide them with new tags. All information will be reported to the Accountant at the Home Office and all necessary updates will be performed.

## I. THEFT OR LOSSES

Upon discover of theft/loss or damage to school property, the campus or department must report to the Controller or Accountant at the Home Office. It is extremely important for a report to be made on the situation so that proper insurance claims can be filed in a timely matter. If applicable, a police report should be made and a copy of that report be submitted to the Controller. The claim shall be filed by the Controller with our insurance company CharterSafe.

## VII. Insurance

A. Aspire Public Schools maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:

1. Directors & Officers Liability
2. Employment Practices Liability
3. Fiduciary Liability
4. General Liability
5. Employee Benefits Liability
6. Educator's Legal Liability
7. Sexual Abuse Liability
8. Law Enforcement Activities Liability
9. Automobile
10. Excess Reinsurance
11. Crime/Employee Dishonesty
12. Property
13. Pollution Liability
14. Terrorism Liability
15. Student Accident
16. Cyber Liability
17. Employers Liability
18. Workers' Compensation

B. The Board of Directors, supported by the Chief Financial Officer and Chief Executive Officer, will periodically review Aspire Public Schools insurance coverage and may add or eliminate policies from time to time.

Aspire Public Schools requires proof of adequate insurance coverage from all prospective contractors.

C. The Chief Financial Officer (CFO) is responsible for procuring annual renewals with Aspire Public Schools' insurance broker. Following communication of relevant budget information, quotes for renewal will be procured by the CFO in advance of a policy's expiration and presented to the Board of Director's for review and approval.

# VIII. External Debt & Line of Credit

## A. OVERVIEW

Aspire's current debt and borrowings have taken four primary forms to date:

1. Short-term line of credit borrowing (3-6 months)
2. Medium-term working capital borrowing (1-4 years)
3. Long-term notes (5-10 years)
4. Long-term debt (> 20 years)

## B. INITIATING & AUTHORIZING

The initiation of new debt differs based on the type of need that is being financed. All new debt regardless of length must be approved by the Board of Directors. This includes the implementation and renewal of a line of credit.

Prior to securing any type of debt on a school site, the applicable charter authorizer must be notified in writing.

The need for short-term working capital is determined by doing monthly cash forecast of inflows and outflows and then securing a line of credit that is sufficient to meet our needs while providing a buffer to allow for delays in inflows or unplanned material outflows. In addition, Aspire is very focused on ensuring that cash does not cross "state" lines meaning that public revenue generated by CA schools are not used for TN school operations, and vice versa. Aspire manages its cash so that public revenue generated for each specific school is not used for any other school. The Controller and the Assistant Controller work closely with the Financial Analysts to create the cash projections for each school. If a cash shortfall is anticipated for a school, the Assistant Controller or Controller will present a recommendation with the amount to draw on the line of credit for the CFO to approve. Similarly, based upon the cash projections, the Assistant Controller or Controller will present a recommendation to repay amounts on the line of credit for the CFO to approve.

The initiation of medium-term working capital borrowing is initiated by the CFO upon approval from the Board. The purpose for medium-term borrowing is to provide capital for growth of new schools.

Aspire has used long-term debt to finance facilities. To date, Aspire has issued bonds on four occasions to finance the construction of thirteen school sites:

1. 2001: Bonds were issued to finance the construction of Aspire Lionel Wilson College Preparatory Academy; these bonds were retired as part of the 2010 bond issue described below
2. 2002: Bonds were issued to finance the construction of Aspire River Oaks Charter School and Aspire Ben Holt College Preparatory Academy; these bonds were retired in 2005 with the proceeds of Certificates of Participation that were issued on our behalf by Lodi Unified School District. In 2015 Aspire paid down the COPs by issuing a new bond (2015 series). This bond also funded the capital expansion for a new school, Aspire Ben Holt Middle School.
3. 2010: Bonds were issued to finance the permanent homes of 10 Aspire schools:
    a. Aspire Lionel Wilson College Preparatory Academy (refinanced the 2001 bonds as described below)
    b. Aspire Titan Academy (purchased the facility that was under a long-term lease with PCSD)
    c. Aspire Junior Collegiate Academy (purchased the facility that was under a long-term lease with PCSD)
    d. Aspire Alexander Twilight College Preparatory Academy (purchased the facility that was under a long-term lease with PCSD)
    e. Aspire Alexander Twilight Secondary Academy (opened in 2010)
    f. Aspire Langston Hughes Academy (opened in 2010)
    g. Aspire Port City Academy (opened in 2010)
    h. Aspire Golden State College Preparatory Academy (opened in 2011)
    i. Aspire East Palo Alto Phoenix Academy (opened in 2011)
    j. Aspire Pacific Academy (opened in 2010)
4. 2015: Bonds were issued to buyout the Lodi Capital lease and finance the permanent homes of 3 Aspire schools:
    a. Aspire Ben Holt College Preparatory Academy
    b. Aspire River Oaks Charter School
    c. Aspire Benjamin Holt Middle School

The 2010 Bonds were refunded in 2016. A new bond was issued in 2016 (Debt is held by College for Certain Inc).
Once the need for long-term financing is identified, the CFO works with a team of lawyers, underwriters, financial advisors and bond trustees to determine whether the financing terms are affordable for the site. Aspire's Board approves all bond-related documents prior to them being signed.

Similarly, the state construction bond programs (Props 47, 55 and 1D) are opportunities for us to finance new facilities. The programs require a detailed application that includes information on the desired area to build, the size of the school and the general demographics in the community where we plan to open the school. The programs are structured such that 50% of the total award amount is in the form of a grant and 50% is paid back to the state over 30 years. All documents are approved by the Aspire Board before signing.

## C. RECORDING & PROCESSING

When new debt is incurred, a copy of the loan terms is provided to the Staff Accountant or Assistant Controller to be recorded in MIP. An amortization schedule is created in our monthly reconciliation process to ensure that we are recording the proper balances in the proper categories (e.g. long-term vs. short-term and interest vs. principle). In overview, when debt is taken out, cash is debited and the related debt accounts are credited and vice versa when payments are made.

Payments made on debt take various forms:

- The Charter School Growth Fund payments on $1M loan will be made on the due dates; interest payments are due annually, and principal payments are due in 2016 & 2017
- Payments on the 2015 and 2016 bond series are withheld from our state apportionment prior to us receiving the funds.
- Prop 47 and 55 interest payments are made on a semi-annual basis and principal payments are made annually.

## D. RECONCILING & REPORTING

Each month, our close process ensures that the proper balances are recorded for each debt instrument. This is done by comparing the balances in the short- and long-term accounts against the amortization schedules. The close schedules are prepared by the Assistant Controller and reviewed by the Controller or CFO.

# IX. Intra-Organizational Loan Policy

## A. BACKGROUND

The Board of Directors of Aspire Public Schools (the "Board"), which operates California and Tennessee charter schools, is committed to safeguarding the organization's assets and ensuring compliance with all applicable state and federal laws and regulations regarding the use of its funds. To provide an accurate and auditable record of all financial transactions, the books, records, and accounts of Aspire Public Schools and each of its charter schools are maintained in conformity with generally accepted accounting principles (GAAP) as applicable to charter schools. Aspire Public Schools uses accounting methods that track the sources and uses of Aspire's and each school's funds and Aspire Public Schools does not commingle, i.e. blend, funds.

Charter schools depend on government funding, and from time to time Aspire Public Schools and its charter schools may experience funding shortfalls, government revenue reductions, unexpected cash flow needs, or funding deferrals that may cause cash shortages. The Board hereby adopts this Policy so that resources can be allocated from within the organization's charter school network and national office to ensure uninterrupted educational services and to safeguard against funding shortfalls. If a school, national or regional office does not have sufficient funds, Aspire Public Schools may, with Board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the national office and/or a regional office. This type of interfund transaction is referred to herein as an "intra-organizational loan". The purpose of this Policy is to ensure such loan transactions and balances, and the origin, source and use of the loan funds, are transparent, auditable, accountable and approved in writing.

The use of intra-organizational loans from one charter school to another charter school and/or the national office and/or a regional office operated by the same nonprofit public benefit corporation has been deemed appropriate by the California Fiscal Crisis and Management Assistance Team ("FCMAT") in its Charter School Accounting and Best Practices Manual published in 2017: "If a school or central office does not have sufficient funds, the CFO may, with board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the central office. As long as funds are not blended (i.e., as long as their identity, origin and source remain known and identifiable), loans between charter schools and school sites, interfund, interschool, interdepartment, or intra-organization loans, or due-to/from receivable/payable transactions are allowable." Likewise, according to the legal counsel for the California State Auditor: "a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds."

## B. POLICY STATEMENT

Consistent with FCMAT's and the State Auditor's guidance, this Policy permits intra-organizational loans from an Aspire Public Schools charter school that has surplus funds to another Aspire Public Schools charter school and/or the national office and/or a regional office so long as such loans adhere to the procedures set forth herein.

This Policy does not permit any loans to third parties, and does not apply to regular interfund transactions in the ordinary course of business between an Aspire Public Schools school's account and the Aspire Public Schools operating account, such as for reimbursement of cash disbursements made to vendors on a school's behalf or payment of payroll and benefits. As set forth in Aspire Public Schools' fiscal policies and procedures, regular interfund transactions are presented on the financial statements as interfund receivables or interfund payables based on the net account balance. In addition, Aspire Public Schools prohibits commingling funds to such an extent that the funds become blended. For purposes of this policy, blending means that the identity, origin, and source of the funds are lost or unidentifiable.

## C. PROCEDURES

The Chief Financial Officer ("CFO") of Aspire Public Schools or designee shall monitor Aspire Public Schools cash balances regularly. When there may be a need for funds at a school, the national office or a regional office, the CFO should assess the reserve funds available for all charter schools as well as the national and regional offices. If a school, national or regional office does not have sufficient funds, the CFO may seek Board approval to make a temporary intra-organizational loan.

All intra-organizational loans must be approved by the Board or designee and documented pursuant to an Intra-organizational Loan Agreement, which shall identify the "lender" and "borrower" accounts and include such terms as the loan amount, repayment period and repayment method (e.g., monthly or quarterly), and a determination that the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The CFO or designee shall ensure the balance of each intra-organizational loan and the origin, source, and use the funds are clear, open, auditable, and accountable. The CFO shall report to the Board as needed on the financial condition of the borrower and lender accounts, amounts outstanding, and anticipated repayment dates.

# Appendix XXI:
# The Charter Schools' Student Family Handbook

ASPIRE
PUBLIC
SCHOOLS

# Aspire Ollin University Prep

## STUDENT FAMILY HANDBOOK

## 2018-2019

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# WELCOME FROM THE CEO

Dear Aspire Families,

**From all of us here at Aspire, welcome to the 2018-19 school year!**

Aspire was founded in 1998, making this year our **20th anniversary!** For twenty years, we have had the privilege of partnering with families to ensure that every Aspire student receives an excellent education. From day one, our vision has always been ***College for Certain***. We promise to work hard each day to prepare your child for a future filled with choices, and we thank you for partnering with us to make that happen. You, family members, are the wonderful champions, cheerleaders, and coaches for your children - and we could not do this work without you.

This year, there are **over 17,000 Aspire students** across California and Tennessee, and our goal is for each and every one of them to be **prepared for success in college and in life.** From TK through 12th grade, we are **helping students gain the knowledge and skills they need** to tackle any problem - not just 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, both now and in the future.

We believe that **there is no more important work than education** and no greater accomplishment than seeing students reach their goals. Whether this is your family's first year with Aspire or you have been with us for many years, we want you to know what an honor it is for us to work with you and your child (or children!) in our schools.

Thank you for your partnership, and let's have a wonderful year!

Sincerely,

Carolyn Hack
Aspire Public Schools CEO

## 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.

# ASPIRE OLLIN UNIVERSITY PREP INFORMATION AND POLICIES

## LETTER FROM THE PRINCIPAL

Dear Ollin Families,

Welcome to the 2018-2019 school year! We are excited and honored to have you as part of the Aspire Ollin family. We are invested in continuing to build a school community that values the role staff members, teachers, and parents/guardians play in the academic success of ALL students. We believe that our school must foster high academic achievement and civic success in order to prepare our scholars for the 21th century.

We believe that Aspire Ollin ESLRs and Values will prepare our students for the 21st century. The 21st century skills are as follows:

**ESLRS:**

- **Communicate:**
  - By articulating thoughts, generating questions, facilitating discussions, building on one another's ideas, and proposing solutions.
- **Collaborate:**
  - Through communally developing expertise, mastery, and ability to reach collective and individual goals.
- **Critically Think:**
  - To analyze situations from different perspectives, in nuances, ways, and link learning across the curriculum to reason, making decisions, and problem solve effectively
- **Create:**
  - Innovate, and invent to compete in a global community, politically, economically, socially, culturally, and environmentally.

We believe in:
**Ollin Values:**

- Hard-Work
- Integrity
- Courage

In conclusion, I wish you all a wonderful school year. If I can be of any assistance, please do not hesitate to contact me and know that my door is always open.

I am honored to serve as your principal.

Mr. Ramirez
Principal

## SCHOOL SITE MISSION AND VISION

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

# CAMPUS AND OFFICE OPERATIONS

## SCHOOL CONTACT INFORMATION

Aspire Ollin University Prep
2540 East 58th Street
Huntington Park, CA 90255

Office Hours: 8:00 am – 5:30 pm
Afterschool Program: 3:45 pm -6:00 pm

# School Hours:

**Monday – Thursday**
Warning Bell: 8:25 am
Start: 8:30 am
Ends: 3:35 pm

**Friday:**
Warning Bell: 8:25 am
Start: 8:30 am
Ends: 12:45 pm

## SCHOOL SITE CALENDAR

- See next page

# OLLIN CALENDAR, SY 2018-19

## Jul-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 2-6: Summer School<br>4: INDEPENDENCE DAY/NO SCHOOL |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |

## Aug-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13: 1st Day/Students Return; Semester 1 Begins |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 22: Back-to-School, 4-6pm |
| 26 | 27 | 28 | 29 | 30 | 31 | | |

## Sep-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3: LABOR DAY/NO SCHOOL |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## Oct-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT; 2-4: MIDTERMS |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8-12: FALL BREAK |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 16: Students Return; 19: Quarter 1 ends |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22: Quarter 2 Begins |
| 28 | 29 | 30 | 31 | | | | |

## Nov-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12: VETERAN's DAY OBS/NO SCHOOL |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19-20: MIN DAYS; 21-23: THANKSGIVING BREAK |
| 25 | 26 | 27 | 28 | 29 | 30 | | |

## Dec-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 10-13: EXHIBITIONS/MIN DAYS; 14: S1 ENDS |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 17-21: WINTER BREAK |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 24-28: WINTER BREAK |
| 30 | 31 | | | | | | 31: WINTER BREAK |

## Jan-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1-4: WINTER BREAK |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 8: Students Return; Semester 2 Begins |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 21: MLK JR. DAY/NO SCHOOL |
| 27 | 28 | 29 | 30 | 31 | | | |

## Feb-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18: PRES' DAY/NO SCHOOL |
| 24 | 25 | 26 | 27 | 28 | | | 25-1: SLCs; 26-28: MIDTERMS |

## Mar-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 25: Quarter 4 Begins |
| 31 | | | | | | | |

## Apr-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15-19: SPRING BREAK |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 23: Students Return |
| 28 | 29 | 30 | | | | | 29-3: SBAC |

## May-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 29-3: SBAC |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 6-10: AP EXAMS & SBAC |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13-17: AP EXAMS & SBAC |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 20-24: SBAC |
| 26 | 27 | 28 | 29 | 30 | 31 | | 27: MEMORIAL DAY/No School |

## Jun-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3-6: EXHIBITIONS; 3-12: MIN DAYS |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12: LAST DAY of SCHOOL |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## 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: 8:00 am
Please drop off students in front of the school

Pick Up Time: 4:00 pm and 6:00pm for ASP
Please speak to your scholar for pick up location.

Early Pick-Up Policies and Procedures: Scholars will ONLY be released to the names listed on the emergency card.

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

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

## CLOSED CAMPUS

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

## PARENT/FAMILY CONTACT INFORMATION

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

## CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

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

## TELEPHONES AND CALLS TO STUDENTS

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

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

### MEDICATION

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

1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such mediation, **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.

### CLASS PLACEMENT

Class placements are carefully considered and created at Aspire Public Schools, with a goal of balancing classes based on a variety of factors. Parents are welcome to submit a letter describing their child's learning styles and interest, but parent requests for specific teachers are not accepted.

### 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 the pupil's 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 the pupil's 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 pupil 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 the pupil's 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.
(10) For the purposes of attending the pupil's naturalization ceremony to become a US Citizen.

## 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 within **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 front office to sign in for the day and obtain a "tardy pass" before they go to class.

If you have additional procedures, please write them here.

## 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 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,
- failure to return to school,
- or leave without consent,
- 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 under the California Education 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/or 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, the 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 Student Attendance Review Board (SARB).

The school's SART will consist of:

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

## NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB

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

*Notification of Continued Truancy – Referral to Aspire SARB*

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

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

# ACADEMICS

## ACADEMIC INTEGRITY

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

## CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

## INSTRUCTIONAL MATERIALS

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

## TEXTBOOKS AND MATERIALS

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books.

## REQUIRED RESTITUTION

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code Code § 48904(b)]

## CALIFORNIA MATHEMATICS PLACEMENT ACT

In accordance with the California Mathematics Placement Act of 2015, Aspire Public School has adopted the "Enhanced Pathway" in the *California Mathematics Framework, 2013* as it allows students to develop a solid foundation on key middle school mathematical concepts, and also gives students time to make key choices on their mathematics pathway. For additional information, please visit www.aspirepublicschools.org.

## 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 Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an internal reading diagnostic assessment
- Other federal, state and local tests as required

### FAMILY LIFE/HIV/AIDS EDUCATION

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

## HIGH SCHOOL ACADEMICS

### GRADUATION REQUIREMENTS

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.

| Subject | Credits Required | Comments |
|---|---|---|
| A. History/Social Sciences | 20 | 1 year of World History, 1 year of US History, |
| B. English | 40 | Emphasis in Literature & Composition. |
| C. Mathematics | 30 | Courses must be taken in grades 9-12<br>Recommended sequence: Algebra 1, Geometry, Algebra 2. Geometry is required. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended. |
| D. Laboratory Science | 20 | In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended. |
| E. World Languages | 20 | Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned. |
| F. Visual & Performing Art | 10 | The 10 credits must be in the same form of art in a year-long sequence taken in the correct order, or a semester block covering a year's worth of credit. |
| G. Electives | 10 | Courses can be an additional year in any of the a-g courses listed above or can be an a-g approved "g" elective. |
| US Government and Economics | 10 | 1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses. |
| Other Academic Electives | 55 | Courses can be additional years in any of the a-g courses ***listed*** above, labs that extend a-g courses, academic support courses, non a-g courses that are academic in nature, and additional Advisory course work. ***Courses such as PE and other non-academic courses do not satisfy this requirement.*** |
| Advisory | 20 | Students must enroll in and pass advisory ***every semester, every year***. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher. |
| Technology | 5 | May waive by juried assessment; if waived, credits substituted by another college preparatory elective. |
| Total | 240 | **Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 240-credit requirement.** |

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above, must also complete the following:

| Requirement | Comments |
|---|---|
| Exhibitions | Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. |
| College Credits | Students must take at least 5 college courses, for a total of at least 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e. auto tech, wood shop, graphic design, etc.) |
| **In addition to the above requirements, all seniors at Aspire schools are supported, but not required, to complete the following activities during their senior year.** | |
| College Entrance Exams | Students apply for and take the prescribed college-board entrance examinations. Students who cannot afford to take these exams will receive financial assistance in order to meet this obligation. |
| College Applications | Students apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges). In most cases, students are able to apply to schools that will waive application fees. In cases where this is not possible Aspire will financially assist students in meeting this obligation. This requirement is reduced to 1 for a student who applies and is accepted to 4-year college through a binding Early Decision program. |
| College Financial Aid | Students apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application. |
| College Acceptance | Students will be supported by the college counselor to ensure that all students will be accepted to a 4-year university. |

Students must be enrolled in a minimum of 240 instructional minutes per school day [Education Code §§ 46144, 46146].

## GRADUATION PARTICIPATION

In order for students to participate in the senior graduation ceremony, all graduation requirements (excluding any waived per Aspire's formal waiver process) must be successfully completed by the end of the school day on the Friday prior to graduation. Missing graduation requirements can be completed during the summer of fall following senior year, depending on availability of courses. Once students have completed their graduation requirements, they will be invited to participate in a summer commencement ceremony or the traditional graduation ceremony the following year.

## CONCURRENT ENROLLMENT

Aspire offers high school students the opportunity to obtain dual credit (high school/college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.

## GRANTING CREDIT FROM NON-ASPIRE SCHOOLS

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC/CSU a-g course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School) in order to recover credits.

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

## WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more requirements in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, accommodations or modifications associated with IEPs or 504s, etc.

Approval of requests to waive graduation requirements is determined by a member of Aspire's Senior Leadership Team and/or Education Team.

## SECONDARY GRADING

Students earn grades based on established performance levels as described on the next page. In pursuit of our College for Certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final. [Education Code § 49066(a)]

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Senior Director of Early College High School. All grade changes will be documented in the student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

The grade <u>should not be changed</u> if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

## SECONDARY GRADING SCALE

| GRADE | 4.0 POINT SCALE UNWEIGHTED | 5.0 POINT SCALE WEIGHTED | DESCRIPTION |
|---|---|---|---|
| A + | 4.33 | 5.33 | • Demonstrates exceptional progress in meeting content standards at the pupil's grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.<br>• Produces notably superior work and receives consistently high marks on class tests.<br>• Does all assigned work plus additional work.<br>• Shows superior ability to learn facts, principles, and skills; applies them to new situations.<br>• Demonstrates creativity and originality.<br>• Assumes active, alert leadership in learning activities.<br>• Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject. |
| A | 4.00 | 5.00 | |
| A- | 3.67 | 4.67 | |
| B+ | 3.33 | 4.33 | • Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.<br>• Does all assigned work plus some additional work.<br>• Shows above average ability to learn and apply facts, principles, and skills.<br>• Does some independent work, showing initiative and originality.<br>• Assumes active, alert role of follower, and shows some leadership in learning activities. |
| B | 3.00 | 4.00 | |
| B- | 2.67 | 3.67 | |
| C+ | 2.33 | 3.33 | • Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.<br>• Does assigned work, and usually makes up work missed.<br>• Shows average ability to learn and apply facts, principals, and skills.<br>• Shows average ability in critical thinking, and some originality.<br>• Follows class activities and makes some contribution. |
| C | 2.00 | 3.00 | |
| C- | 1.67 | 2.67 | |
| D+ | 0.00 | 0.00 | • The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject<br>• Shows below average growth in understanding of the subject.<br>• Receives consistently below-average marks on tests.<br>• Does less than the average amount of assigned work, and seldom makes up work missed.<br>• Shows below-average ability or initiative in learning and applying facts, principals, and skills.<br>• Participates inadequately or ineffectively in learning activities.<br>• Shows below average ability or initiative in critical thinking and creativity. |
| D | | | |
| D- | | | |
| F | | | |

## WEIGHTED SCALING

For the Aspire weighted 9-12 GPA, only for grades of C- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature and that are taken. For non-Aspire GPAs, weighting is determined

by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

### DROP CLASS POLICY

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook).

### RE-TAKING A CLASS FOR WHICH A PASSING GRADE WAS EARNED

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

## SCHOOL CULTURE AND STUDENT LIFE

### SCHOOL CULTURE HIGHLIGHTS

Aspire Ollin University Prep works hard to create a positive school culture with College 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.

- Student Council-Sponsored Activities
- Back-to-School Nite
- Student-Led Conferences
- Showcases & Exhibitions

### 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, and no shorter than 3 inches above the back of the knee.

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

Aspire Ollin University Prep requires all students to wear uniforms. Below are the specific uniform requirements for students.

School Uniforms by Cambridge Uniforms – **School Year 2018-2019**

| Prices | Middle School | High School | |
|---|---|---|---|
| **Middle & High School Shirts**<br><br>***12th Grade ONLY Senior black shirts** | **Gray Polo (top)**<br> | **9-11th Grade White Polo**<br> | 12th Grade Black Polo<br> |
| **Fitted Grey Pants/ Knee Length Shorts/GREY Skirt**<br> | | **Blue/ Grey knee length shorts/ plaid skirt/ blue/grey fitted pants**<br> | |
| **Sweaters:**<br>**Cardigans**<br>**Vests**<br>**Track Jackets**<br>**Zippered Jacket** | **Navy Blue Cardigan sweater/ Vest/ Crew Sweater or Track Jacket With Ollin LOGO**<br> | **ALL STUDENTS**<br>**School sweater with Ollin Logo**<br>**No Non-uniform jackets and sweaters**<br>**No Headgear (caps, bennies, etc.).**<br>**Non-Uniform Fridays: Casual Dress**<br>**No Midriff showing.**<br>**Appropriate attire, non-offensive, non-gang affiliated, and non-drugs promoting. Appropriateness is to be determined by school staff.** | |
| **SENIOR PRIVILEGE ONLY**<br> **Senior Jacket**<br>**Black Polo**<br> <br>**Jeans: blue and black denim only Monday-Thursday**<br>***NO ripped or torn jeans** | | **PE Uniform**<br>**Grey T-Shirt/ Black Shorts/Navy Sweat Top/ Navy Sweat Pants**<br> | |
| **Undershirts: PLAIN White or SOLID School Colors**<br>**Short Sleeve, Long Sleeve, or Sleeveless** | | **Shoes:**<br>**Any Color, NO HEELS or OPEN-TOED, or sandals** | |

| Our Uniform Rationale | *Nuestra Razónes* |
|---|---|
| Our uniform teaches students accountability and responsibility so that they are ready to enter a professional setting.<br><br>Please support and adhere to our uniform policy, so that we have a collective effort to prepare our students for college, career, and beyond! | *Nuestro uniforme enseña responsabilidad a los estudiantes para que estén listos para entrar en un ambiente profesional.*<br><br>*Por favor apoye y adhiera a nuestra política uniforme, en nuestro esfuerzo colectivo para preparar a nuestros estudiantes para la universidad, la Carrera, y más allá!* |
| **Uniform infractions will result in community service and/or a loss of student activities or events such as spirit week, Pep Rally, Non-educational fields, etc.** | ***Las infracciones de uniforme resultarán en una pérdida de actividades o eventos del estudiante (como la semana del festival, Pep Rally, paseos no-educativos, ect).*** |

## 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.

### DAILY ATTENDANCE AND PARTICIPATION IN ACTIVITIES

Students must attend school on the day of a school activity or event in order to participate. Students who do not attend school the day of a school activity or event, even if the event is in the evening may be denied the privilege of attending school activities or events on that date.

### 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

Aspire Ollin University Prep 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.

**Restorative Practices (RP):** RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

## SOCIAL-EMOTIONAL LEARNING (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

Aspire Ollin University Preparatory Academy utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

Lions Quest/RULER: These PreK-12 programs integrate social and emotional learning, character education, drug and bullying prevention, and service learning to promote school and life success.

Please reach out to us if you would like to learn more about the systems and programs 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 the pupil's 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 Sections 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 in Sections 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 the pupil's physical or mental health.

    C. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

    D. Causing a reasonable pupil to experience substantial interference with the pupil's 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 the pupil's age, or for a person of the pupil's age with the pupil's 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, <u>an Aspire student enrolled in any of grades 4 to 12</u>, 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)]

*<u>Procedures in Cases Requiring Suspension</u>*

1. <u>Incident Investigation</u>**-** The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. <u>Determination of Length of Suspension</u>- 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 section 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 sections 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 section 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 the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 the student's 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 section 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

*Authority to Expel*

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

## EXPELLABLE OFFENSES

- *Mandatory Expulsion*

  The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel will also expel the student.

  Mandatory Expulsion does not require a second finding of fact. [Education Code § 48915(c)]

  - Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance listed in Health and Safety Code §§11053-11058
  - Committing or attempting to commit a sexual assault or committing a sexual battery
  - Possessing an explosive

- *Mandatory Recommendation for Expulsion*

  The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

  Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code § 48915(a)]

  - Causing serious physical injury to another person, except in self-defense [Ed. Code § 48900(a)]
  - Possession of any knife as defined in Education Code § 48915(g), explosive or other dangerous object of no reasonable use to the student
  - Unlawful possession of any controlled substance, as listed in Health and Safety Code §§ 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code § 48900(c)]
  - Robbery or extortion [Ed. Code § 48900(g)]
  - Assault or battery upon any school employee as defined in (Penal Code §§ 240 and 242)

- *Permissive Recommendation for Expulsion-requires a second finding of fact*

  Upon recommendation of the Principal or CEO (or the CEO's designee),the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## SUSPENSION AND EXPULSION OF STUDENTS WITH SPECIAL NEEDS: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

## HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

*Verbal Harassment*

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

*Cyber Harassment*

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking platforms including, but not limited to Snapchat, Facebook, Instagram, 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 himself/herself/themselves 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/them that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she/they is/are 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 Education Code § 48900(r) described above

## SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

### POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

### DRUG, ALCOHOL, AND TOBACCO FREE SCHOOLS POLICY

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. No person may possess, use or sell these items in any Aspire building, facility or vehicle.

### OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to being 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.

### PERSONAL RESPONSIBILITY FOR ITEMS

Students are responsible for maintaining personal items. Aspire is not responsible for the loss or breakage of student's personal items at school unless said items are in the possession of an Aspire staff member at the time they are lost, stolen or broken.

## 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.

## CHILD FIND 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.

## Gender Diverse Student Supports

Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire's educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student's gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school's main office.

## Student Success Team (SST)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

## Independent Study

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he or she should be allowed to participate in the program again. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

## Home Hospital Instruction

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary* disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Please reach to your school's main office if you would like to discuss HHI for your student.

## Social-Emotional School Counseling Programs

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

**Counseling services are not guaranteed for students**. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

### EMERGENCY MEDICAL CARE

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

### CONTAGIOUS OR INFECTIOUS DISEASE

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

### EMERGENCY PREPAREDNESS AT ASPIRE PUBLIC SCHOOLS

Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies. To that end, every school has a comprehensive school safety plan that 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. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in an event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

### 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.

**Student & Family Celebrations:** STEAM Showcase, Humanities Exhibitions, Cultural & Arts Fairs, Fall & Spring Theatre Performances, and Academic Celebrations.

## 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. **Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Schools reserve the right to assign volunteers to classrooms/activities as needed and to decline a volunteer's services at any time.** 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

Under FERPA, Aspire must get parents' or eligible students' written consent prior to the disclosure of personally identifiable information from students' records.

However, Aspire may disclose designated "directory information" (as defined below) without prior written consent, unless a parent or eligible student has advised Aspire that s/he does not want such "directory information" disclosed. Every parent and eligible student must be notified about what information constitutes "directory information," must be informed that s/he may opt-out of having this information provided about her/his student (or about herself/himself, if over 18 years old), and must provide Aspire with her/his decision to opt out within a reasonable amount of time from when the "directory information" notice was provided. At the start of every school year, parents and eligible students will be provided this "directory information" notice and will be provided a reasonable period of time to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. Aspire defines directory information to include:

- Student's full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete's height and/or weight

The primary purpose of directory information is to allow Aspire to include information about students in certain school publications, such as but not limited to:

- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes

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 or eligible students have advised Aspire that they do not want this information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all directory information, as defined above, from your child's education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify Aspire in writing. Aspire provides an "Opt-Out" form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form or you may submit other written notification within a reasonable amount of time from the date you were informed of what is included as "directory information."

## 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), a federal law, affords 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 Aspire receives a request for access. Parents or eligible students should submit to the Aspire principal a written request that identifies the record(s) they wish to inspect. The Aspire 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 amendment** of the student's education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Aspire to amend a record they believe is inaccurate or misleading. They should write the Aspire principal to clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the Aspire principal will notify, in writing, 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 Aspire 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 Aspire 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 the official's tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

Upon request, Aspire discloses education records without prior written 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. If such transfer of education records is made, Aspire will make a reasonable attempt to notify the parent or eligible student of the records request.

At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her/their expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by Aspire to comply with the requirements of FERPA. The name/address of the office that administers FERPA and receives grievances is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

## USDA Civil Rights Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call
(866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

## No Child Left Behind Notification

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind (*NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

(1) Has the teacher met state certification for the grades and subjects that he or she is teaching?

(2) Is the teacher working with an emergency or conditional certificate?

(3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?

(4) What are the qualifications of the paraeducators working with the child?

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

### PUBLIC MEETING NOTICE

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

## FAMILY CONCERN PROCESS

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.

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: Mr. Joel Ramirez (323)277-2901
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.

A standard form is below. If regions have additional forms or information about the above, they can be included here, but should be CONSISTENT across the region.

## 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**

| | |
|---|---|
| 2540 East 58th Street, Huntington Park, CA 90255 | 5901 East Slauson Ave, Commerce, CA 90040 |
| Telphone: (323)277-2901 Fax:(323)587-3978 | Office (323) 837-9920 Fax (323) 837-9921 |

Date received by Aspire School or Regional Office _____

# UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools ("Aspire") recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code sections 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees[1,2], Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer
c/o Regional Manager/Director of Student Services
5901 East Slauson Ave, Commerce, CA 90040
Office (323) 837-9920 Fax (323) 837-9921

Any pupil fees complaint should be filed with the principal of a school.

[1] A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

[2] A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## ASSURANCES

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its CAO/CSO as the compliance officers. The compliance officers shall receive and investigate complaints and ensure compliance with the law. A designee appointed by CAO/CSO may conduct the investigation.

## INITIATION OF COMPLAINT

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Investigation document and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

## INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally. The complainant and/or the complainant's 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 CAO/CSO or CEO designee will complete an additional investigation and prepare and send to the complainant a written report of the investigation and decision. The CAO/CSO's written report shall contain findings and disposition of the complaint;

corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal, which are as follows:

1. Notify CAO/CSO or CEO designee in writing of the decision to appeal within fifteen (15) days of receiving the written report
2. Submit a letter to the California Department of Education (CDE) along with the originally filed complaint and a copy of Aspire's decision to CA Department of Education, 1430 N Street., Sacramento, CA 95814. Additionally, department specific information can be found here: https://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp

The appeal to the CDE must specify the reason for the appeal and whether Aspire's facts are incorrect and/or the law is misapplied.

## 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 the complainant's to file a complaint.

## UNIFORM COMPLAINT PROCEDURES FORM

Last Name_____ First Name_____
Student Name (if applicable)_____ Grade_____
Address_____ Apt. #_____
City_____ State_____ Zip Code_____
Home Phone_____ Cell Phone_____ Work Phone_____
Email Address_____

Date of Alleged Violation_____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐Child Nutrition ☐ Consolidated Categorical Aid ☐ Special Education
☐ Foster/Homeless ☐ Pupil Fees for Educational Activities ☐ After School Education/Safety
☐ School Safety Plans ☐ Local Control Accountability Plan ☐ Physical Education Minutes
☐ No Child Left Behind ☐ Every Student Succeeds Act ☐ 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 ☐ Immigration Status ☐ 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

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Have you attempted to discuss your complaint with any Aspire Public Schools personnel? If so, with whom and what was the result?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes___ No___

Signature _____

Date _____

Mail, email or deliver your complaint/documents to your regional office:

Uniform Complaint Officer
c/o Regional Manager/Director of Student Services
5901 East Slauson Ave, Commerce, CA 90040
Office (323) 837-9920 Fax (323) 837-9921

## 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 2018-2019.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |
| _____ | _____ | _____ |
| Student Name (please print) | Grade Level | Date |

_____ _____

Parent/Guardian Signature Date

# Aspire Ollin University Prep
# MANUAL PARA EL ALUMNO Y SU FAMILIA
# 2018-2019

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## BIENVENIDA DE LA GERENTE GENERAL

Queridas familias de Aspire:

**En nombre de todos los que integramos Aspire, les doy la bienvenida al año escolar 2018-2019.**

Aspire fue fundada en 1998, por lo que **¡este año es nuestro vigésimo aniversario!** Durante veinte años, hemos tenido el privilegio de trabajar codo a codo con las familias para garantizar que cada uno de los estudiantes de Aspire reciba una educación de excelencia. Desde el primer día, nuestra visión siempre ha sido Universidad garantizada. Prometemos trabajar arduamente todos los días para preparar a sus hijos para un futuro lleno de opciones y les agradecemos su colaboración con nosotros para hacerlo realidad. Son ustedes, los familiares, los maravillosos campeones, alentadores y entrenadores de sus hijos, y no podríamos hacer este trabajo sin ustedes.

Este año, hay **más de 17,000 estudiantes** de Aspire en California y Tennessee y nuestra meta es que todos y cada uno de ellos estén **preparados para el éxito en la universidad y en la vida.** Desde la transición al jardín de infantes y hasta el duodécimo grado**, estamos preparando a los estudiantes con el conocimiento y las competencias que necesitan** para resolver cualquier problema, no tan solo problemas en un ejercicio o una evaluación, sino problemas reales que son importantes para ellos, para las personas que aman y las comunidades en las que viven y trabajan, tanto ahora como en el futuro.

Estamos convencidos de que no hay trabajo más importante que el de educar y no hay mayor logro que ver a los estudiantes alcanzar sus metas. Sea este el primer año de sus familias con Aspire o si ya hace muchos años que están con nosotros, queremos que sepan el gran honor que es para nosotros trabajar con ustedes y con sus hijos en nuestras escuelas.

¡Gracias por su colaboración; espero que tengamos un año maravilloso!

Atentamente.

Carolyn Hack
Gerente General de Aspire Public Schools

## VISIÓN DE LAS ASPIRE PUBLIC SCHOOLS

Todos los alumnos están preparados para obtener un título de educación superior.

## MISIÓN DE LAS ASPIRE PUBLIC SCHOOLS

Abrir y operar escuelas autónomas, pequeñas y de alta calidad en vecindarios de bajos recursos, para:

- Mejorar el desempeño académico de alumnos marginados.
- Desarrollar educadores eficaces.
- Compartir prácticas exitosas con otros educadores innovadores.
- Catalizar el cambio en las escuelas públicas.

## PAUTAS Y NOTIFICACIÓN ANUAL

Este Manual para el alumno y su familia enumera las secciones del Código de Educación que requieren notificación anual de padres o tutores. [*Código de Educación § 48980[a]]*

Las leyes del estado de California rigen la operación básica de las escuelas públicas y la legislatura aprueba, de forma regular, nuevas leyes que afectan la calidad y la disponibilidad de la educación, así como leyes que exigen que los distritos escolares locales se comprometan con nuevas responsabilidades.

Por lo general, estas leyes requieren que Aspire les informe de forma correcta a los padres sobre las oportunidades y la protección a la que tienen derecho. Aspire cumple con esto al proporcionarles a las familias esta Notificación anual en el Manual para el alumno y su familia al comienzo de cada año escolar y al entregar la misma publicación a las nuevas familias a medida que ingresan a las escuelas Aspire durante el año.

La siguiente información contiene un resumen de las disposiciones legales estatales con las que padres y tutores deben estar familiarizados. En algunos casos, se resumieron las leyes y se proporcionó el número de código preciso en caso de que los padres requieran más información detallada.

El Manual para el alumno y su familia se publicará de forma anual. Todas las familias registradas de Aspire Public Schools indicarán su deseo de estar regidas por el Manual para el alumno y su familia al firmar una declaración escrita anual a tal efecto. La Administración se reserva el derecho de modificar el Manual en cualquier momento por una causa justa. Los padres de los alumnos de Aspire Public Schools recibirán, en el momento que se considere oportuno, una notificación por escrito de los cambios.

# ASPIRE OLLIN UNIVERSITY PREP INFORMACIÓN Y POLÍTICAS

## CARTA DEL DIRECTOR

Mis queridas familias de Ollin,

¡Bienvenido al año escolar 2018-2019! Estamos emocionados y honrados de tenerte como parte de la familia Aspire Ollin. Estamos invertidos en continuar construyendo una comunidad escolar que valore el papel que juegan los miembros del personal, los maestros y los padres / tutores en el éxito académico de TODOS los estudiantes. Creemos que nuestra escuela debe fomentar el alto rendimiento académico y el éxito cívico con el fin de preparar a nuestros estudiantes para el siglo XXI.

Creemos que los ESLRs and Valores de Aspire Ollin preparará a nuestros estudiantes para el siglo XXI. Las habilidades del siglo XXI son las siguientes:

ESLRS:

- Comunicar:
  - Articulando pensamientos, generando preguntas, facilitando discusiones, construyendo sobre las ideas de los demás y proponiendo soluciones.
- Colaborar:
  - A través del desarrollo comunitario de la experiencia, el dominio y la capacidad para alcanzar objetivos colectivos e individuales.
- Piensa críticamente:
  - Analizar situaciones desde diferentes perspectivas, en matices, formas y vincular el aprendizaje a lo largo del plan de estudios para razonar, tomar decisiones y resolver problemas de manera efectiva.
- Crear:
  - o Innovar e inventar para competir en una comunidad global, política, económica, social, cultural y ambientalmente.

Creemos en los Valores de Ollin:

- Trabajo duro
- Integridad
- Valentía

En conclusión, les deseo a todos un maravilloso año escolar. Si puedo ser de alguna ayuda, no dude en ponerse en contacto conmigo y saber que mi puerta siempre está abierta

Me siento honrado de servir como su director.

Sr. Ramirez
Director de escuela

## MISIÓN Y VISIÓN DE LA ESCUELA

Aspire Ollin University Prep cree en el cuidado y las relaciones autenticas entre los estudiantes y los adultos que apoyan la excelencia academica, la preparación para la universidad, el aprendizaje a lo largo de toda la vida la reflexión y la conciencia social. Creemos que todos los estudiantes son escolares. Honramos la comunidad, cultura y antecedentes famililares de nuestros estudiate.

# OPERACIONES DE CAMPUS Y OFICINA

## INFORMACIÓN DE CONTACTO DE LA ESCUELA

Aspire Ollin University Prep
2540 East 58th Street
Huntington Park, CA 90255

Office Hours: 8:00 am – 5:30 pm
Afterschool Program : 3:45 pm -6:00 pm

## HORAS DE LA ESCUELA:

**Lunes – Jueves**
Campana de advertencia: 8:25 am
Hora de incio: 8:30 am
Hora de finalizacion: 3:35 pm

**Viernes:**
Campana de advertencia: 8:25 am
Hora de incio: 8:30 am
Hora de finalizacion: 12:45 pm

## CALENDARIO DEL ESTABLECIMIENTO ESCOLAR

Vea la proxima pagina

# OLLIN CALENDAR, SY 2018-19

## Jul-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 2-6: Summer School<br>4: INDEPENDENCE DAY/NO SCHOOL |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |

## Aug-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13: 1st Day/Students Return; Semester 1 Begins |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 22: Back-to-School, 4-6pm |
| 26 | 27 | 28 | 29 | 30 | 31 | | |

## Sep-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3: LABOR DAY/NO SCHOOL |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## Oct-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT; 2-4: MIDTERMS |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8-12: FALL BREAK |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 16: Students Return; 19: Quarter 1 ends |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22: Quarter 2 Begins |
| 28 | 29 | 30 | 31 | | | | |

## Nov-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12: VETERAN's DAY OBS/NO SCHOOL |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19-20: MIN DAYS; 21-23: THANKSGIVING BREAK |
| 25 | 26 | 27 | 28 | 29 | 30 | | |

## Dec-18

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 10-13: EXHIBITIONS/MIN DAYS; 14: S1 ENDS |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 17-21: WINTER BREAK |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 24-28: WINTER BREAK |
| 30 | 31 | | | | | | 31: WINTER BREAK |

## Jan-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1-4: WINTER BREAK |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 8: Students Return; Semester 2 Begins |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 21: MLK JR. DAY/NO SCHOOL |
| 27 | 28 | 29 | 30 | 31 | | | |

## Feb-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18: PRES' DAY/NO SCHOOL |
| 24 | 25 | 26 | 27 | 28 | | | 25-1: SLCs; 26-28: MIDTERMS |

## Mar-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8: Pupil-Free Day/No School |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 25: Quarter 4 Begins |
| 31 | | | | | | | |

## Apr-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 2: ACT/Pre-ACT |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15-19: SPRING BREAK |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 23: Students Return |
| 28 | 29 | 30 | | | | | 29-3: SBAC |

## May-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 29-3: SBAC |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 6-10: AP EXAMS & SBAC |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 13-17: AP EXAMS & SBAC |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 20-24: SBAC |
| 26 | 27 | 28 | 29 | 30 | 31 | | 27: MEMORIAL DAY/No School |

## Jun-19

| Su | M | Tu | W | Th | F | S | |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3-6: EXHIBITIONS; 3-12: MIN DAYS |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12: LAST DAY of SCHOOL |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | |

## PROCEDIMIENTOS DE LLEGADA Y RECOGIDA

La puntualidad en la llegada y recogida de sus hijos es importante para su éxito. Con el fin de hacer que la llegada y la recogida sean eficientes para usted, su hijo y otras familias, por favor siga los siguientes procedimientos.

Hora de llegada: 8:00 am

Hora de recogida: 4:00 pm y 6:00 pm para el programa después de escuela
Porfavor de hable con su estudiante para el lugar de recoger

Políticas y procedimientos sobre retiros anticipados: Solamente las personas que estén el la lista de emergencia van a poder recoger a los estudiantes.

Por la seguridad de los alumnos, los padres y tutores no deben dejar a los alumnos ni los alumnos deben llegar a la escuela más de 30 minutos antes del inicio de la actividad escolar, a menos que el alumno participe en una actividad escolar regular, una reunión o un programa comunitario. De igual forma, es responsabilidad de los padres o tutores coordinar la salida o recogida de sus alumnos inmediatamente al finalizar la actividad escolar, a menos que los alumnos participen en una actividad escolar regular, una reunión o un programa comunitario o permanezcan en la escuela a pedido del personal escolar. Ante una emergencia, todos los alumnos deben dirigirse directamente a la oficina escolar en cualquier momento antes o después de la escuela.

Los alumnos que no puedan cumplir con estos requisitos ponen en riesgo a todos de demás dentro de la escuela por desacato de las consideraciones de seguridad. Al contravenir estas políticas, los alumnos ponen en riesgo a los demás y a sí mismos, y quedarán sujetos a medidas disciplinarias, incluida la suspensión y la expulsión.

## CAMPUS CERRADO

Cada escuela es un campus cerrado. Se solicita a todos los alumnos que permanezcan en el área de la escuela durante el horario escolar regular, incluido el periodo del almuerzo. Es ilegal que cualquier persona retire a un alumno de la escuela durante el horario escolar regular sin el permiso del padre o tutor ni la notificación de la Oficina escolar.

## INFORMACIÓN DE CONTACTO

Se les solicita a los padres que notifiquen a la oficina, por escrito y de forma inmediata, sobre cualquier cambio de información de contacto (números de teléfono, dirección, etc.). Esto garantiza que se reciban todas las comunicaciones sin demoras ni interrupciones. Todos los alumnos deben tener la Información de contacto de emergencia completa y actualizada, firmada correctamente y archivada en la Oficina de la escuela. **Los Alumnos solo pueden salir del campus con un adulto que este registrado en la información de contacto de emergencia.**

## ÓRDENES DE CUSTODIA, PODER NOTARIAL O DECLARACIÓN JURADA DEL CUIDADOR

Sabemos que cada familia es única. Si en su situación familiar existe una custodia específica u otros documentos legales, por favor informe a la escuela para que podamos apoyar a su hijo y su familia.

## TELÉFONOS Y COMUNICARSE CON ESTUDIANTES

El teléfono de la oficina es únicamente para fines escolares. Los alumnos que utilicen los teléfonos de forma inadecuada quedarán sujetos a medidas disciplinarias.

Si necesita comunicarse con su hijo, o si necesita que su hijo se comunique con usted, durante el horario escolar todas las comunicaciones deberán cursarse a través de la oficina central. **SOLO SE ENTREGARÁN MENSAJES DE EMERGENCIA.** Según corresponda, el personal de la oficina y la administración determinarán si el mensaje se considera una emergencia.

### MEDICAMENTOS

Si su hijo debe tomar algún medicamento recetado, debe contar con:

1. una nota escrita y firmada por un médico (Declaración padre/médico) que brinde detalles sobre el método, la cantidad y la hora a la que se debe administrar dicho medicamento, y
2. una nota escrita y firmada por uno de los padres (Declaración padre/médico) que indique su deseo de que la escuela asista al alumno según lo establece el médico en su declaración.

Por razones de seguridad, no se permite que los niños tengan medicamentos en las aulas, las loncheras o sus bolsillos. Todos los medicamentos se deberán administrar por medio de la oficina. Si es necesario, puede acudir a la escuela para administrarle el medicamento a su hijo. De tanto en tanto, algunos padres solicitan que su hijo tome Tylenol o Advil en la escuela. Esto solo es posible con un permiso escrito de los padres y del médico (Declaración padre/médico) y el medicamento se debe encontrar en su envase original.

## INSCRIPCIÓN

### INSCRIPCIÓN

Los padres de todos los alumnos inscritos recibirán una Carta de aceptación y un formulario de Confirmación de inscripción o un Paquete de registro; la inscripción no se considera completa hasta que se haya completado y devuelto el formulario de Confirmación de inscripción o el Paquete de registro. Si no se devuelve el formulario de Confirmación de inscripción o el Paquete de registro para la fecha límite especificada, se corre el riesgo de que se proporcione el lugar al siguiente alumno en la lista de espera.

### UBICACIÓN EN LA CLASE

Las ubicaciones en las clases son cuidadosamente consideradas y generadas en Aspire Public Schools, con el objetivo de equilibrar las clases en función de una variedad de factores. Los padres pueden enviar una carta en la que describan los estilos de aprendizaje e intereses de sus hijos, pero no se aceptarán sus solicitudes para que sus hijos tengan maestros específicos.

### ALUMNOS DE INTERCAMBIO EXTRANJEROS

Aspire Public Schools no acepta alumnos de intercambio extranjeros.

### REQUISITOS DE INMUNIZACIÓN

**Los alumnos que no cumplan con los requisitos de vacunación serán excluidos de la escuela. Es decir, "sin vacunas, no hay escuela".** Las leyes estatales exigen que, para una admisión incondicional a la escuela, todos los alumnos menores de 18 años estén completamente inmunizados de acuerdo con los requerimientos del Departamento de Salud Pública de California. Todos los alumnos que ingresen deben contar con las inmunizaciones actualizadas según la política de Aspire y el cronograma que proporciona el Departamento de Salud Pública de California. Los alumnos solo pueden ser eximidos de este requerimiento por razones médicas. A partir del 1 de enero de 2016, las exenciones basadas en creencias personales, incluidas creencias religiosas, ya no serán una opción para las vacunas que se exigen en la actualidad para ingresar a una escuela en California. Si tiene una exención previa por creencias personales, comuníquese con su escuela para hablar sobre los próximos pasos. En el caso de un brote de una enfermedad que el niño no ha sido vacunado, él o ella será excluida de la escuela durante el periodo de comunicabilidad.

**Los alumnos que no cumplan con los requerimientos serán excluidos de la escuela.** Los requisitos de inmunización no prohíben que los alumnos accedan a una educación especial y a los servicios relacionados requeridos por los Programas de Educación Individualizados. Si tiene consultas acerca de los registros de inmunización del niño o de la condición de la admisión, comuníquese con la escuela del niño.

## ASISTENCIA

En las Aspire Public Schools (APS) creemos que solo mediante la participación diaria en las actividades del aula los alumnos pueden lograr el éxito y progreso en su crecimiento académico y social. La asistencia

regular también representa una preparación para ingresar al mundo del empleo. Todos los estudiantes y padres son responsables de la asistencia regular a clases y del cumplimiento de las tareas diarias.

## FALTAS JUSTIFICADAS

El alumno que no asista a clases por cualquier motivo es considerado ausente. Si el alumno debe faltar a la escuela, se debe justificar la ausencia; se justificará si 1) la razón de la ausencia se indica a continuación y 2) la ausencia se **comunica a la escuela dentro de los 5 días de la falta**: [Código de Educación § 48205(a) y § 48205(c)]

(1) Debido a una enfermedad del alumno.
(2) Debido a una cuarentena por orden de un funcionario de salud del condado o la ciudad.
(3) Para recibir atención de servicios médicos, dentales, oftalmológicos o quiroprácticos.
(4) Para asistir a un funeral de un miembro de su familia inmediata, siempre que la ausencia no sea de más de un día, en caso de que el funeral se realice en California, y de no más de tres días si el funeral se realiza fuera de California.
(5) Para cumplir con el deber de jurado según lo dicta la ley.
(6) Debido a una enfermedad o cita médica, durante las horas de clases, de un niño del cual el alumno sea padre custodio.
(7) Por razones personales justificables, incluidas, entre otras, comparecencia ante un tribunal, presencia en un funeral, conmemoración de un día religioso o ceremonia de su culto, asistencia a un retiro religioso (en esta sección, la asistencia a retiros religiosos no debe superar las cuatro horas por semestre), asistencia a una conferencia de empleo, o asistencia a una conferencia educativa en un proceso legislativo o judicial que ofrezca una organización sin fines de lucro, en casos en que uno de los padres o el tutor haya solicitado la ausencia del alumno por escrito y el Director, o la persona que este designe, la haya aprobado.
(8) Para cumplir la función de miembro de una junta directiva electoral de conformidad con la Sección 12302 del Código Electoral.
(9) Para pasar tiempo con un miembro de la familia inmediata de un alumno, que sea un miembro del servicio uniformado activo, como se define en la Sección 49701, y que deba presentarse para sus obligaciones, esté de licencia, o haya vuelto inmediatamente, de un despliegue de una zona de combate o una posición de apoyo de combate. Las ausencias justificadas en virtud de este párrafo serán otorgadas por un periodo de tiempo que será determinado según el criterio del Superintendent (inspector del distrito escolar).
(10) A los efectos de asistir a la ceremonia de naturalización del alumno para convertirse en ciudadano de los EE. UU.

## TRABAJO DE "RECUPERACIÓN" PARA LOS ALUMNOS QUE ESTUVIERON AUSENTES

Los alumnos que no hayan asistido a la escuela por alguno de los motivos que se indican en "Faltas justificadas", incluida la suspensión, deben tener la posibilidad de completar todas las tareas y pruebas. Después de completarlas de forma satisfactoria, se le debe otorgar al alumno todos los créditos correspondientes por haber completado el trabajo. Los procedimientos de la escuela local indicarán, de acuerdo con las normas de APS, cuáles son las tareas que el alumno debe recuperar y en qué periodo de tiempo el alumno debe completar dichas tareas. Las pruebas y tareas deben ser razonablemente equivalentes, pero no necesariamente idénticas, a las pruebas y tareas que el alumno no pudo realizar durante su ausencia. [Código de Educación §48205]

## LLEGADAS TARDE GENERALES

Cualquier alumno que llegue a la escuela después de que haya sonado el timbre que indica el comienzo de la jornada o el inicio oficial del día escolar, pero menos de 30 minutos de iniciada la jornada de enseñanza escolar, será considerado como que "llegó tarde". Una vez que se inicia la jornada escolar, los alumnos que no estén presentes o no participen activamente en las actividades de aprendizaje al comienzo del periodo de clases o cuando haya sonado el timbre que indica el comienzo de la clase, también serán considerados como que "llegaron tarde".

Las escuelas individuales deben crear y publicar procedimientos para regir la admisión de los alumnos que lleguen tarde a la escuela.

## ASISTENCIA A LA ESCUELA Y PROCEDIMIENTOS PARA LLEGADAS TARDE

La asistencia regular y puntual es importante para el éxito de su hijo. En caso de que su hijo esté ausente o llegue tarde, siga los procedimientos que se indican a continuación.

Si su hijo está **ausente**, por favor llame a la oficina escolar para comunicar la ausencia dentro de los **5 días** de la falta y pedir un trabajo de recuperación para que su hijo no se retrase.

Si su hijo **llega tarde**, por favor pídale que se dirija a la oficina para firmar el registro de asistencia y obtener un "Permiso de llegada tarde" antes de ir a la clase.

## AUSENCIAS EXCESIVAS

Es posible que el Director de la escuela le solicite a cualquier alumno que haya estado ausente de la escuela (de forma justificada o injustificada) durante un 10 % o más de los días totales de asistencia de ese año escolar, que proporcione una verificación médica o judicial para justificar la ausencia. Se notificará por escrito a los alumnos con dichos excesos de ausencias sobre el requisito de verificación oficial.

Durante el periodo de calificación de su curso, cualquier maestro puede cambiar a desaprobado la calificación de un alumno que haya acumulado 10 ausencias injustificadas por semestre (calificación de "F" o "NC" [Sin créditos]). [Código de Educación § 49067]

Los alumnos con ausencias excesivas pueden ser remitidos al Programa para la reducción del ausentismo escolar como una forma de remediar las ausencias excesivas. El programa de reducción puede incluir clases de recuperación durante los fines de semana.

## RETIRO A CAUSA DE AUSENCIAS EXCESIVAS INJUSTIFICADAS (AWOL)

En casos excepcionales, se interrumpirá la inscripción de los alumnos en la escuela Aspire si transcurren varios días consecutivos sin intentar notificar a la escuela sobre las ausencias o sin responder a las consultas de la escuela (teléfono, fax y correo) sobre la ausencia del alumno.

## AUSENTISMO ESCOLAR

Se considera que un alumno está ausente sin permiso cuando:

- Está ausente de la escuela sin una justificación válida durante tres días en un año escolar.
- Llega tarde o está ausente por más de un periodo de 30 minutos durante la jornada escolar sin una justificación válida en tres ocasiones en un año escolar.
- Cualquier combinación de las anteriores.

El ausentismo es para ausencias injustificadas no excusadas dentro de los 5 días de producidas. Para evitar el ausentismo, por favor informe siempre a la oficina si la ausencia o tardanza de su hijo es por una razón justificada, como se define anteriormente.

## NOTIFICACIONES DE AUSENTISMO ESCOLAR

Si su hijo es clasificado como ausente por el Código de Educación de CA, usted recibirá una notificación de la escuela que incluye información requerida por el estado. La primera notificación le llegará una vez que su hijo haya acumulado tres eventos de ausentismo escolar. Por favor, comuníquese con la escuela al recibir la primera notificación para que trabajen juntos en favor de la asistencia de su hijo. Recibirá notificaciones adicionales después de seis eventos de ausentismo y luego otra vez después de siete eventos en total. [Código de Educación §§ 48260, 48261, 48262]

*Primera notificación de ausentismo escolar o ausentismos excesivos*

- La Carta n.°1 se envía por correo con confirmación de entrega registrada y/o regular cuando un alumno haya acumulado **tres (3) eventos de ausentismo escolar.**
- Se lo puede asignar al alumno, con o sin consentimiento del padre, al programa para la reducción de ausentismo escolar, incluidas, entre otras, las clases de recuperación durante los fines de semana.

*Segunda notificación de ausentismo escolar o ausentismos excesivos*

- La Carta n.°2 se envía por correo con confirmación de entrega registrada y/o regular.
- Se debe notificar al alumno una **segunda vez**, una vez que haya acumulado al menos **seis (6) eventos de ausentismo escolar**.
- Se lo puede asignar al alumno, con o sin consentimiento del padre, al programa para la reducción de ausentismo escolar, incluidas, entre otras, las clases de recuperación durante los fines de semana.

## NOTIFICACIÓN DE DETERMINACIÓN DE AUSENTISMO HABITUAL Y SART

Una vez que su hijo recibe una tercera notificación de ausentismo después de acumular siete eventos de ausentismo, el Código de Educación de California identifica a su hijo como un ausente habitual. Cuando esto suceda, la escuela debe organizar una reunión entre el Equipo de Revisión de Asistencia Escolar (SART) y usted. En esa reunión se discutirá y firmará un contrato de asistencia, que incluye apoyos, y se asignará a su hijo al programa para la reducción de ausentismo. [Código de Educación §§ 48260, 48261, 48262]

*Notificación de determinación como ausente habitual*

- La Carta n.°3 se envía por correo con confirmación de entrega registrada y regular. Además, es posible que se le solicite a uno de los padres que la firme en persona.
- Se debe notificar al alumno una **tercera vez,** una vez que haya acumulado al menos **siete (7) eventos de ausentismo escolar**. Se identifica al alumno como un **Ausente habitual**.
- Realizar una reunión del SART con el alumno, los padres, el consejero, el maestro y el Director. Si aún no se encuentra en los archivos, se debe firmar un Contrato de asistencia en esta reunión.
- Se lo asignará al alumno, con o sin consentimiento del padre, al programa para la reducción de ausentismo escolar, incluidas, entre otras, las clases de recuperación durante los fines de semana.
- Si el padre o tutor no responde en 10 días o no asiste a la conferencia programada, es posible que el asunto se derive a la Reunión de la Junta de Revisión de Asistencia Escolar (SARB) de Aspire.

El SART de la escuela estará compuesto por:

- El Director.
- El maestro de la escuela en la que está matriculado el alumno.
- Otros miembros relevantes, incluidos: Otros administradores de Aspire, un representante de la Oficina central de Aspire, otros maestros o personal según corresponda, consejero, etc.

## NOTIFICACIÓN DE CONTINUIDAD DEL AUSENTISMO Y DERIVACIÓN A LA SARB DE ASPIRE

Una vez que un alumno llegue al 8.º evento de ausentismo, usted recibirá una notificación de que el alumno ha sido remitido al proceso de la Junta de Revisión de Asistencia Escolar de Aspire. Este es un último intento para ayudar a resolver problemas de ausentismo antes de tomar medidas más estrictas, que pueden incluir, entre otras, la derivación al Representante legal del distrito. [Código de Educación §§ 48260, 48261, 48262]

*Notificación de continuidad del ausentismo. Derivación a la SARB de Aspire*

- La Carta n.°4 se envía por correo con confirmación de entrega registrada y regular desde la Oficina regional. Además, es posible que se le solicite a uno de los padres que la firme en persona.
- Se debe notificar al alumno una **cuarta vez,** una vez que haya acumulado al menos **ocho (8) eventos de ausentismo escolar**.
- El Director deriva al alumno a la SARB de Aspire con la documentación solicitada.
- Se lo asignará al alumno, con o sin consentimiento del padre, al programa para la reducción de ausentismo escolar, incluidas, entre otras, las clases de recuperación durante los fines de semana.
- Si el padre no responde en 10 días o no asiste a la conferencia programada, es posible que el asunto se derive a la oficina del Representante legal del distrito y que se tomen otras acciones apropiadas.

La SARB de APS estará compuesta por:

- El Director principal o la persona encargada de la administración a la que este designe.
- Un maestro de la escuela en la que está matriculado el alumno.

- La persona designada por el CEO (Gerente general) de la Oficina central de Aspire.
- Otros miembros relevantes, incluidos: El representante del distrito escolar local, el Representante legal del distrito, el representante de educación especial, el consejero, un oficial de la policía local, etc.

# ACADÉMICOS

## INTEGRIDAD ACADÉMICA

Las Aspire Public Schools creen en la integridad académica. Se espera que los alumnos cumplan con sus propias tareas, que realicen las evaluaciones sin recursos externos y que entreguen trabajos originales para todas las tareas asignadas. Se espera que los alumnos de Aspire rechacen toda solicitud para copiar de sus propios trabajos.

## CONSECUENCIAS DE LAS INFRACCIONES CONTRA LA INTEGRIDAD ACADÉMICA

1. A los alumnos que infrinjan la política se les retirarán todos los documentos de evaluación, cuestionarios o tareas.
2. Los alumnos que sean descubiertos copiando podrán quedar sujetos, a criterio de cada maestro, de una calificación de "F" o un cero para esa evaluación, cuestionario o tarea. Esto podría disminuir considerablemente la calificación de todo un trimestre o semestre.
3. Los padres recibirán una notificación y se coordinará una conferencia con los padres en el caso de que el maestro lo considere necesario.
4. Se notificará al Director.
5. Un incidente de un alumno que copie o cometa plagio desencadenará la eliminación de la Nómina de honor para ese trimestre.
6. La reincidencia en infracciones o una única infracción grave pueden desencadenar medidas disciplinarias más graves.

## MATERIAL DE ENSEÑANZA

Todo el material de enseñanza, incluidos los manuales de enseñanza, películas, grabaciones u otros materiales complementarios que se utilicen en relación con un examen, análisis o evaluación en el marco de un programa (de enseñanza) correspondiente deberá ponerse a disposición para inspección por parte de los padres o tutores de los alumnos [20 USC 1232h(a)].

## LIBROS DE TEXTO

Los alumnos son responsables de todos los libros y materiales escolares que se les entreguen. Todos los libros de texto deben estar protegidos con una cubierta resistente para libros. No se permiten cubiertas adhesivas u otras cubiertas permanentes para libros. Se aplicará una multa a los alumnos que dañen o maltraten los libros de texto. Se les cobrará una tasa de reposición a los alumnos que pierdan libros u otros materiales escolares, incluidos los libros de la biblioteca.

## RESTITUCIÓN OBLIGATORIA

Se podrán retener las calificaciones, diplomas y certificados analíticos en lugar de entregárselos al alumno, a los padres o tutores, si el alumno ha dañado, destruido u omitido devolver propiedad de la escuela en préstamo y la restitución está pendiente. En esta situación, los registros no se entregarán a los alumnos ni a los padres o tutores, pero sí se entregarán a una escuela solicitante. [Código de Educación §§ 48904(b)]

## LEY DE COLOCACIÓN DE MATEMÁTICAS DE CALIFORNIA (CALIFORNIA MATHEMATICS PLACEMENT ACT)

De acuerdo con la Ley de Colocación de Matemáticas de California de 2015, Aspire Public School adoptó el "Camino mejorado" en el *Marco de Matemáticas de California de 2013*, ya que les permite a los estudiantes desarrollar una base sólida asentada en conceptos matemáticos claves del nivel medio y también les da tiempo para tomar decisiones claves sobre el sendero a seguir en matemáticas. Para obtener información adicional, visite www.aspirepublicschools.org"

## EVALUACIONES

Estas incluyen, entre otras:

- Smarter Balanced Achivement Consortium (SBAC) Examen en 3.º-8.º y 11.º grado
- La evaluación de dominio del idioma inglés (ELPAC) para estudiantes de lengua inglesa desde jardín de infantes hasta 12.º grado
- Examen de ciencias de California (CAST) en 5.º y 8.º grado y en al menos un grado de la escuela secundaria
- Evaluación alternativa de California (CAA) para los estudiantes con discapacidades que reúnan los requisitos
- Las pruebas adicionales de referencia e interinas se administran para fines internos de Aspire, incluida la evaluación interna para diagnóstico de lectura
- Otras evaluaciones federales, estatales y locales según sea necesario

## EDUCACIÓN SOBRE VIDA FAMILIAR, VIH/SIDA

El programa de Educación sobre vida familiar está diseñado para ayudar a los alumnos a comprender los aspectos biológicos, psicológicos, sociales, morales y éticos de la sexualidad humana. El programa proporciona información sobre el crecimiento y el desarrollo de los seres humanos, los cambios físicos y emocionales que se producen en la adolescencia y los aspectos de responsabilidad. Cada distrito escolar deberá asegurarse de que todos los alumnos de los grados 7.º a 12.º, inclusive, reciban educación integral sobre salud sexual y educación para la prevención del VIH de instructores capacitados en los cursos apropiados. Cada alumno deberá recibir esta instrucción al menos una vez en la escuela media y al menos una vez en la escuela secundaria. [Código de Educación §51934]

El programa de Educación sobre vida familiar contempla educación específica para cada edad sobre el Síndrome de Inmunodeficiencia Adquirida (SIDA) y el Virus de inmunodeficiencia humana (VIH). El curso abarca información sobre el SIDA y sus efectos en el cuerpo humano, las vías de transmisión del VIH y su prevención, los recursos comunitarios, las habilidades de toma de decisiones y de negación, y la problemática para la salud pública. Los programas de enseñanza sobre vida familiar y VIH/SIDA siguen las pautas que establece el Código de Educación de California. Los padres y/o tutores pueden comunicarse con el Director si desean revisar el material de estudio con antelación.

# CONTEXTO ACADÉMICO DE ESCUELA SECUNDARIA

## REQUISITOS PARA LA GRADUACIÓN

Los alumnos que deseen obtener el diploma de escolaridad secundaria en una escuela Aspire deben completar satisfactoriamente el cursado dentro de un programa de estudios que se alinee con el programa de cursos a-g de UC/CSU y obtener la cantidad designada de créditos de a-g que se detallan a continuación. En algunos casos, como la validación de la UC, los créditos universitarios, etc., los requisitos de graduación de Aspire superan los del programa de cursos a-g de UC/CSU de modo que los alumnos están en condiciones de solicitar admisión y becas en instituciones de educación superior privadas.

| Materia | Créditos requeridos | Comentarios |
|---|---|---|
| A. Historia/Ciencias sociales | 20 | 1 año de Historia Mundial, 1 año de Historia de los Estados Unidos. |
| B. Inglés | 40 | Énfasis en Literatura y Composición |
| C. Matemática | 30 | Cursos que deben completarse en los grados 9.° a 12.° Secuencia recomendada: Álgebra 1, Geometría, Álgebra 2. Geometría es obligatoria. Las reglas de validación de UC están en vigencia pero es necesario igualmente obtener 30 créditos. Recomendación: 4 años. |
| D. Ciencias de Laboratorio | 20 | En al menos dos áreas: ciencias físicas, ambientales y biológicas; biología/ciencias de la vida es obligatoria. Recomendación: 3 años. |
| E. Idiomas del Mundo | 20 | Cursos que deben completarse en los grados 9.° a 12.° Se deben obtener veinte créditos en el mismo idioma. Las reglas de validación de UC están en vigencia pero es necesario igualmente obtener 20 créditos. |
| F. Artes Visuales y Escénicas | 10 | Los 10 créditos se deben obtener en la misma forma de arte en una secuencia anual cursada en el orden correcto, o en un bloque semestral que implique un año de créditos. |
| G. Materias electivas | 10 | Los cursos pueden ser un año adicional en cualquiera de los cursos a-g enumerados más arriba o pueden ser una materia "g" electiva aprobada de los cursos a-g. |
| Gobiernos de Estados Unidos y Economía. | 10 | 1 semestre de cada uno de Gobiernos de Estados Unidos y Economía. Gobiernos de Estados Unidos y Economía son requisitos del estado de CA y no necesariamente deben ser cursos a-g aprobados de UC. |
| Otras materias académicas electivas | 55 | Los cursos pueden ser años adicionales de cualquiera de los cursos a-g que se enumeran anteriormente, laboratorios como extensión de cursos a-g, cursos de respaldo académico, cursos externos a los cursos a-g que sean de índole académica y cursos de Tutoría adicionales. ***Los cursos como Educación Física y otros cursos no académicos no cumplen con este requisito.*** |
| Tutoría | 20 | Los alumnos deben inscribirse y aprobar las Tutorías ***todos los semestres*** de todos ***los años***. La oferta de las escuelas de cursos completos o parciales varía; los créditos acumulados más allá de los créditos requeridos contarán a favor de las materias electivas. Los créditos por las Tutorías se pueden obtener con cursos como Seminarios de Éxito en la Educación Superior y Mentoría Sénior y Liderazgo y impartido por un maestro de Aspire. |
| Tecnología | 5 | Puede omitirse por evaluación de tribunal. Si se la omite, los créditos se reemplazan con los de otra materia preparatoria para la educación superior electiva. |

| | | |
|---|---|---|
| Total | 240 | **Los créditos se obtienen solamente con calificaciones de C- o más alta. Los cursos que ofrecen créditos en múltiples áreas (es decir, técnicas y electivas de UC) no se toman en cuenta más de una vez respeto del requisito de 240 créditos.** |

Los alumnos que deseen obtener un diploma de escolaridad secundaria en una escuela Aspire, además de los programas de estudios reglamentarios que se detallan más arriba deben también cumplimentar los siguientes requisitos:

| **Requisito** | **Comentarios** |
|---|---|
| Muestras | Los alumnos deben realizar satisfactoriamente una muestra para cada uno de los siguientes grados: 9, 10, 11 y 12 |
| Créditos universitarios | Los alumnos deben cursar al menos 5 materias de educación superior, con un total de al menos 15 créditos universitarios. Las unidades de educación superior pueden ser equivalentes a 50 o más créditos de escolaridad secundaria, y pueden ser utilizadas para cubrir los requisitos de a-g o de Otras materias académicas electivas que se mencionan más arriba. Al menos 9 créditos universitarios deben ser de naturaleza académica; los 6 créditos restantes pueden ser de índole no académica (es decir, técnica automotriz, taller de carpintería, diseño gráfico, etc.) |

Además de los requisitos mencionados, se insta a todos los alumnos de cursos superiores en escuelas Aspire a completar, sin ser una exigencia, las siguientes actividades durante su último año de cursado.

| | |
|---|---|
| Exámenes de ingreso a instituciones de educación superior | Los alumnos pueden solicitar y rendir los exámenes de ingreso previstos por la junta universitaria. Los alumnos que no puedan costear estos examen recibirán asistencia financiera para poder cumplir con esta obligación. |
| Solicitudes de educación superior | Los alumnos solicitan admisión en al menos tres (3) facultades o universidades con carreras de 4 años (además, o en lugar, de centros comunitarios de educación terciaria). En la mayoría de los casos, los alumnos pueden solicitar admisión en escuelas que renuncien a los cargos por solicitud. En los casos en los que esto no sea posible, Aspire proporcionará asistencia financiera para que los alumnos cumplan esta obligación. Este requisito se reduce a 1 por alumno que solicita admisión y es aceptado en una universidad con carreras de 4 años mediante un programa de Decisión temprana vinculante. |
| Asistencia financiera para la educación superior | Los alumnos solicitan al menos una (1) beca y/o completan la solicitud gratuita de ayuda federal para estudiantes (FAFSA) o la solicitud de la ley Dream. |
| Aceptación en instituciones de educación superior | Los alumnos contarán con el apoyo del consejero universitario para garantizar que todos ellos sean aceptados en una universidad con carreras de 4 años. |

Los alumnos deben estar inscritos en un mínimo de 240 minutos de enseñanza por jornada escolar [Código de Educación §§ 46144, 46146].

## INSCRIPCIÓN SIMULTÁNEA

Aspire les ofrece a los alumnos de escuela secundaria la posibilidad de obtener el doble de créditos (de escolaridad secundaria y de centro comunitario de educación terciaria) durante la jornada escolar regular para ciertos cursos de escolaridad secundaria. Los alumnos se inscriben simultáneamente en el centro comunitario de educación terciaria (college) y en Aspire, con lo cual obtienen créditos de educación secundaria y terciaria. En los establecimientos educativos se exhibe una lista de los cursos aprobados que permiten la Inscripción simultánea.

A criterio exclusivo de la escuela, los alumnos que se inscriban en una clase de educación terciaria con el fin de una inscripción simultánea y no aprueben la clase sin notificarle a la escuela sobre dificultades en esta, no podrán gozar de la posibilidad de repetir la clase de educación terciaria a costo de la escuela. De igual forma, los alumnos que sean retirados de la clase de educación terciaria por problemas de conducta no podrán repetir dicha clase durante la jornada escolar y/o a costo de la escuela. En estos casos, se ofrecerá una clase de escolaridad secundaria normal como medio para satisfacer el requisito para la graduación. Cada alumno puede escoger repetir la clase de educación terciaria a su propio costo.

## CONCESIÓN DE CRÉDITOS DE ESCUELAS EXTERNAS A ASPIRE

Aspire transferirá los créditos obtenidos en otras escuelas secundarias aunque no se concederán créditos para las calificaciones menores a C- obtenidas en una escuela externa. Si un alumno que se transfiere a una escuela Aspire ha obtenido una calificación menor que C- en un curso a-g de UC/CSU que es requerido para la graduación, el alumno deberá inscribirse en un trabajo práctico adicional (es decir, jornada extendida, sesiones entre semestres o escuela de verano).

Los alumnos que ingresen en una escuela Aspire después de 3 semanas de comenzado el ciclo de calificación de un semestre deben recuperar el cursado de cada clase a la que no asistieron para poder obtener las calificaciones del semestre o las calificaciones que les permitan avanzar, las cuales son C- o superiores para cada materia.

Al transferir créditos de una escuela que utiliza un sistema de créditos diferente, Aspire evaluará cada curso y transferirá los cursos y los créditos con el formato adecuado. (es decir, de trimestre a semestre, de cuarto de año a semestre).

## EXENCIÓN DE REQUISITOS PARA GRADUACIÓN DE ESCOLARIDAD SECUNDARIA

Los requisitos para la graduación se establecen con la expectativa de que todos los alumnos los puedan satisfacer como se enumeran. No obstante, se reconoce que en casos especiales, algunos alumnos pueden tener motivos para solicitar una exención de uno o más cursos requeridos para poder cumplir con metas académicas específicas que no son factibles en el marco del programa requerido.

Un alumno puede obtener una exención para cualquiera de los cursos requeridos de Aspire siempre que exista una relación directa entre la imposibilidad de cumplir con los requisitos y la capacidad del alumno, inclusive: ofertas de cursos limitados, transferencia tardía a una escuela Aspire, ajustes o modificaciones relacionadas con el IEP o el plan 504, etc.

La aprobación de solicitudes para exención de requisitos para la graduación se determina por un miembro del Equipo de liderazgo sénior y/o del Equipo de educación de Aspire.

## CALIFICACIONES DE ASPIRE

Los alumnos obtienen calificaciones según los niveles de desempeño establecidos que se describen en la siguiente página. En la consecución de nuestra misión de educación superior garantizada, los alumnos no obtienen créditos de escolaridad secundaria por los cursos en los cuales obtengan una calificación menor que C-.

Cuando se asignan calificaciones para algún curso de enseñanza, la calificación que cada alumno obtiene será la calificación determinada por el maestro de registro del curso y, en ausencia de errores mecánicos o administrativos, fraudes, mala fe o incompetencia, la calificación será definitiva (Código de Educación 49066a).

Los maestros podrán realizar cambios en las calificaciones hasta que se hayan almacenado en PowerSchool. Una vez que las calificaciones se almacenan, los maestros no pueden modificar las calificaciones sin obtener de antemano la autorización del Director del establecimiento educativo, del Inspector del área y del Director general de la escuela secundaria preuniversitaria. Todos los cambios de calificaciones quedarán documentados en el expediente histórico del alumno mediante el formulario oficial de "Cambio de calificación" de Aspire ya que los cambios se aceptarán solamente durante 21 días escolares después del cierre oficial del período de calificaciones. Aquellos maestros que deseen modificar la calificación de un alumno después de que las calificaciones hayan sido almacenadas deberán satisfacer los siguientes criterios:

- El alumno atravesó circunstancias extenuantes que le impidieron completar el curso en tiempo y forma (por ejemplo: accidente automovilístico, enfermedad grave).
- El alumno no recibió los materiales adecuados para completar el curso (por ejemplo: el libro de texto)
- La calificación <u>no debe modificarse</u> si el alumno puso poco o nulo empeño en completar los trabajos asignados o solicitar apoyo mientras duró el cursado.

La escuela debe mostrar las opciones disponibles para que el alumno que no logró el requisito para la graduación pueda recuperar el cursado básico: repetir el curso, inscribirse en una clase de educación superior, escuela de verano o curso en línea.

| CALIFICACIÓN | ESCALA DE 4.0 PUNTOS SIN PONDERACIÓN | ESCALA DE 5.0 PUNTOS CON PONDERACIÓN | DESCRIPCIÓN |
|---|---|---|---|
| A + | 4.33 | 5.33 | • Demuestra un progreso excepcional en el logro de los estándares de contenido para su nivel de grado y la adquisición de los conocimientos, las habilidades y los hábitos sobre las tareas, la participación en clase, los proyectos y las evaluaciones como para considerarse apto para asistir a cursos de escolaridad secundaria preuniversitaria en esa materia.<br>• Produce un trabajo notablemente superior y recibe sistemáticamente calificaciones altas en las evaluaciones de clase.<br>• Cumple con todos los trabajos asignados y con trabajos adicionales.<br>• Demuestra una capacidad superior para aprender hechos, principios y habilidades y para aplicarlos en nuevas situaciones.<br>• Demuestra creatividad y originalidad.<br>• Asume un liderazgo activo y alerta en las actividades de aprendizaje.<br>• Se sitúa a nivel o por encima del nivel en las clases donde existen estándares de nivel de grado. Muestra capacidades de pensamiento crítico relacionadas con la materia. |
| A | 4.00 | 5.00 | |
| A- | 3.67 | 4.67 | |
| B+ | 3.33 | 4.33 | • Domina ampliamente los aspectos fundamentales, y tiene un desempeño por encima del promedio en el trabajo cotidiano, recibe sistemáticamente calificaciones por encima del promedio en las evaluaciones de clase.<br>• Cumple con todos los trabajos asignados y con algunos trabajos adicionales.<br>• Muestra una capacidad por encima del promedio para aprender y aplicar los hechos, principios y habilidades.<br>• Realiza algunos trabajos independientes, mostrando iniciativa y originalidad.<br>• Asume un rol de seguidor activo y alerta, y muestra algo de liderazgo en las actividades de aprendizaje. |
| B | 3.00 | 4.00 | |
| B- | 2.67 | 3.67 | |
| C+ | 2.33 | 3.33 | • Muestra una comprensión satisfactoria de los aspectos fundamentales y recibe sistemáticamente calificaciones promedio en las evaluaciones de clase.<br>• Realiza las tareas asignadas y suele recuperar los trabajos que no cumple.<br>• Muestra una capacidad promedio para aprender y para aplicar los hechos, principios y habilidades.<br>• Muestra una capacidad promedio de pensamiento crítico y algo de originalidad.<br>• Sigue las actividades de clase y realiza algunas contribuciones. |
| C | 2.00 | 3.00 | |
| C- | 1.67 | 2.67 | |
| D+ | 0.00 | 0.00 | • El alumno demuestra un progreso variable en el logro de los estándares de contenido para su nivel de grado y la adquisición de los conocimientos, las habilidades y los hábitos sobre las tareas, la participación en clase, los proyectos y las evaluaciones como para considerarse apto para asistir a cursos de escolaridad secundaria preuniversitaria en esa materia.<br>• Muestra un crecimiento por debajo del promedio para comprender la materia.<br>• Recibe sistemáticamente calificaciones por debajo del promedio en las evaluaciones.<br>• Cumple con menos de la cantidad promedio de tareas asignadas, y rara vez recupera los trabajos no entregados.<br>• Muestra una capacidad o iniciativa por debajo del promedio para aprender y aplicar los hechos, principios y habilidades.<br>• Participa insuficientemente o ineficientemente en las actividades de aprendizaje.<br>• Muestra una capacidad o iniciativa de pensamiento crítico y creatividad por debajo del promedio. |
| D | | | |
| D- | | | |
| F | | | |

## ESCALA PONDERADA

En el caso del promedio de calificaciones ponderado (GPA) de Aspire para 9.° a 12.°, solo para las calificaciones C- o mejores, Aspire utilizará una escala ponderada para los cursos avanzados aprobados de UC, los cursos de ubicación anticipada (AP), cursos de bachillerato internacional (IB), y cursos académicos universitarios y de centros comunitarios de educación terciaria que no sean de recuperación y

que se cursen durante la escolaridad secundaria. En el caso de promedios de calificaciones ponderados externos a Aspire, la organización que calcula el GPA (UC, CSU, Cal Grant, etc.) determina la ponderación.

### POLÍTICA SOBRE ABANDONO DE CLASES

Los alumnos pueden dejar o abandonar una clase dentro de las primeras cuatro (4) semanas del curso solo con los tres siguientes justificativos:

- El alumno ha cursado ya la clase y obtuvo los créditos correspondientes.
- El alumno necesita asistir a una clase requerida en vez de a este curso.
- El curso no es necesario para satisfacer los requisitos para graduación de Aspire.

No se permite que ningún alumno abandone una clase después de las cuatro (4) primeras semanas de clase, salvo que:

- El alumno atravesó circunstancias extenuantes que le impidieron completar el curso en tiempo y forma (por ejemplo: accidente automovilístico, enfermedad grave).
- El alumno no recibió los materiales adecuados para completar el curso (por ejemplo: el libro de texto)

### ESTÉ VOLVIENDO A CURSAR LA CLASE AUN DESPUÉS DE HABER OBTENIDO UNA CALIFICACIÓN DE APROBACIÓN

En línea con la política de UC/CSU, los cursos que se aprobaron con una calificación de C- o más no pueden volver a cursarse. Si esto sucediera (por ejemplo, por error), la calificación original será la calificación en el registro, y no se asignará crédito por el segundo cursado.

## CULTURA ESCOLAR Y VIDA ESTUDIANTIL

### ASPECTOS RELEVANTES DE LA CULTURA ESCOLAR

Aspire Ollin University Prep trabaja arduamente para crear una cultura escolar positiva con la educación superior garantizada y con el éxito estudiantil como eje de todo lo que hacemos. Desde aulas nombradas según universidades hasta celebraciones que conectan nuestra escuela con los estudiantes, la familia y el personal, la construcción de la comunidad es una parte importante del trabajo que hacemos todos los días.

- Student Council-Sponsored Activities (Actividades Patrocinadas por el Consejo Estudante)
- Back-to-School Nite
- Student-Led Conferences (Conferencias de Estudiantes)
- Showcases & Exhibitions (Exposiciones)

### CÓDIGO DE VESTIMENTA

El aprendizaje merece un entorno de respeto, libre de distracciones. Es política de la Junta de Aspire que todos los alumnos inscritos en Aspire Public Schools cumplan con la política de uniformes de la escuela. Los alumnos que no lleven uniforme quedarán sujetos a medidas disciplinarias. Todos los uniformes deben llevar el nombre del alumno a quien pertenecen. Los uniformes (incluido el calzado) deben estar limpios, bien mantenidos, deben ser del tamaño adecuado y se deben utilizar de la manera en que su diseño ha sido previsto. El uniforme refleja un orgullo positivo de la persona y de la escuela.

*Política de uniformes*

El objetivo de la vestimenta con uniforme en la escuela es:

- Lograr que los alumnos se concentren en la escuela como un lugar de trabajo profesional
- Lograr que los alumnos no se preocupen por la vestimenta a modo de elemento de competencia
- Para simbolizar nuestro esfuerzo mancomunado en el camino hacia la educación superior
- Para desarrollar y mejorar un sentido de orgullo escolar
- Para mejorar la seguridad de la escuela

La vestimenta externa debe ser adecuada para la comodidad y las actividades normales de los alumnos dentro de la escuela. Todas las prendas deben usarse de la manera tradicional y adecuada. La prenda superior debe cubrir el pecho y la línea media de las costillas de los alumnos. La prenda inferior debe cubrir las caderas y los glúteos de los alumnos. Toda la vestimenta debe ser del talle correspondiente para el alumno.

La vestimenta debe estar en buenas condiciones y no podrá tratarse con blanqueador, ni tener manchas, estar desgarrada, retorcida o deshilachada, etc. Si un color o una prenda se convierte en un problema para la seguridad o una distracción del aprendizaje, es posible que se le solicite al alumno que se quite esa prenda o que la reemplace por alguna otra más apropiada. Esto incluye accesorios como calzado, cordones, sombreros, ligas para el cabello, etc. nos reservamos el derecho de actualizar este código de vestimenta según sea necesario en cualquier momento, y les entregaremos copias a las familias, a los alumnos y al personal.

*Días de vestimenta informal o libre*

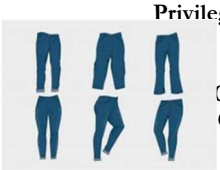
"Vestimenta informal" significa sin uniforme; no obstante, los alumnos que deseen usar el uniforme en días sin uniforme podrán hacerlo así. La vestimenta puede ser informal, pero debe acatar las políticas del Código de vestimenta y reflejar el orgullo personal y de la escuela. La vestimenta debe estar prolija, limpia, sin desgarros y ser apropiada para la escuela. Todos los alumnos que acudan sin uniforme deben garantizar que la elección de vestimenta cubra, como mínimo, la misma parte del cuerpo que el uniforme cubre. Los alumnos cuya vestimenta se considere inapropiada podrán ser enviados de regreso a casa durante el resto del día. La administración se reserva el derecho de determinar qué vestimenta se considera inapropiada.

## CÓDIGO DE VESTIMENTA ESPECÍFICO DE LA ESCUELA

Aspire Ollin University Prep requiere que todos los estudiantes usen uniformes. A continuación, se presentan los requisitos de uniforme específicos para los estudiantes.

Uniformes escolares Por Cambridge Uniforms – **Año Escolar 2018-2019**

| **Precios** | **Escuela Intermedia** | **Escuela Secundaria** | |
|---|---|---|---|
| **Escuela Intermedia & Secundaria**<br><br>***Grado 12 solamente Camisa Negra Polo de Seniors** | **Camisa Polo Gris**<br> | **Grado 9-11 Camisa Polo Blanca**<br> | **Grado 12 Camisa Polo Negra**<br> |
| **Pantalón ajustado Gris/ Pantalón Corto Gris /Falda Gris**<br> | | **Pantalón ajustado Gris o Azul Marino/ Pantalón Corto Gris o Azul marino/ Falda Gris**<br> | |
| Suéteres:<br>Cardigans<br>Chalecos<br>Chaquetas de pista<br>Chaqueta con cremallera | **Suéteres y Chalecos Azul Marino/Chaquetas de pista, con el logo de Ollin**<br> | TODOS LOS ESTUDIANTES<br>Suéter escolar con logo de Ollin<br>No chaquetas y suéteres no uniformes<br>Ningún tipo de gorra<br>Viernes no uniformes: vestido casual<br>No camisas o blusas que ensene la piel del medio.<br>Vestimenta apropiada, no ofensiva, afiliada a una pandilla ni promoción de drogas o alcohol. La adecuación debe ser determinada por el personal de la escuela | |

| Privilegio del Grado 12 (Seniors) | Uniforme de Educacion Fisica<br>Camiseta Gris/ Pantalón Corto Negro/Pantalón Azul Marino /Suéter Azul Marino |
|---|---|
|  Chaqueta de Seniors<br>Camisa Negra Polo <br>Pantalón de mezclilla azul o negro<br>*Pantalones rotos o rasgados no son permitidos | |
| Camisetas: Blanca o de Color de la Escuela<br>Deber usarse debajo de la camisa de uniforme | Zapatos:<br>Cualquier Color, Cerrados, no Tacones o Sandalias |

| ***Nuestra Razones*** |
|---|
| *Nuestro uniforme enseña responsabilidad a los estudiantes para que estén listos para entrar en un ambiente profesional.*<br><br>*Por favor apoye y adhiera a nuestra política uniforme, en nuestro esfuerzo colectivo para preparar a nuestros estudiantes para la universidad, la Carrera, y más allá!* |
| ***Las infracciones de uniforme resultarán en una pérdida de actividades o eventos del estudiante (como la semana del festival, Pep Rally, paseos no-educativos, ect).*** |

## ACTIVIDADES

**Los alumnos deben mantener un promedio general de calificaciones (GPA) de al menos 2.0 en todos los trabajos que entreguen en los cursos o deben aprobar todas las clases para poder participar en cualquier actividad extracurricular.** La elegibilidad para las actividades y el atletismo se detalla específicamente en las Políticas y reglamentos administrativos de la Junta de Aspire (§6145.2). Las actividades extracurriculares se definen como programas que pueden estar vinculados con el plan de estudios en un aula normal y que cumplan con los siguientes criterios:

- El programa está supervisado o financiado por la escuela.
- Los alumnos que participan en él representan a la escuela.
- El programa contempla tanto la preparación como el desempeño ante una audiencia o un grupo de espectadores.

En esencia, para que un alumno se considere elegible para las actividades:

- El alumno debe estar actualmente inscrito en **al menos** 30 créditos semestrales de trabajos académicos escolares, **Y**
- El alumno debe haber acumulado el equivalente de al menos 25 créditos semestrales de trabajos académicos al finalizar el período de calificaciones más reciente, Y
- El alumno debe mantener un progreso mínimo respecto del logro de los requisitos de graduación de escolaridad secundaria tal como lo indica la Junta directiva de Aspire; Y
- El alumno debe mantener, desde el trimestre anterior, inclusive, un GPA de al menos 2.0 (en una escala de GPA de 4.0, *incluidos* los créditos de centros comunitarios de educación terciaria) en todos los cursos en que esté inscrito.

## ATLETISMO

Además de la política anterior, las Aspire Public Schools respetan las pautas establecidas en el manual azul de la federación interescolar de California (CIF Blue Book).

1. Los atletas deben cumplir los requisitos de elegibilidad de Aspire.
2. Los alumnos deben mantener el promedio mínimo de calificaciones de 2.0 del período de calificación previo para permanecer elegibles. De acuerdo con la CIF, los alumnos que tienen un promedio por

debajo de 2.0 podrán quedar sujetos a un período de prueba de un trimestre. Además, los atletas deben cumplir con los requisitos de elegibilidad de Aspire.

3. Los alumnos deben demostrar una actitud ciudadana y una conducta satisfactorias en el campo y fuera de él.
4. Los alumnos deben respetar todas las normas estipuladas en la edición vigente del CIF Blue Book.
5. Los alumnos deben aprobar todos los exámenes físicos administrados por un médico.
6. Los alumnos pueden proporcionar evidencia de su propio seguro personal, pero no es necesario que tengan un seguro personal. El seguro de responsabilidad civil de Aspire Public Schools brinda una cobertura limitada de manera que todos los alumnos puedan participar en programas de atletismo.

## ASISTENCIA DIARIA Y PARTICIPACIÓN EN ACTIVIDADES

Los estudiantes deben asistir a clases el día en que se lleve a cabo una actividad o evento escolar para poder participar en ellos. A los que no asistan durante el día a clases en la fecha del evento o de la actividad, incluso si el evento es por la tardecita, se les puede denegar el privilegio de asistir a ellos.

## ALMUERZOS ESCOLARES

Además del programa de servicio alimentario normal, los alumnos pueden considerarse elegibles para participar en el programa de almuerzos reducidos o sin cargo. Dichos alumnos deben completar una nueva solicitud durante la primera semana de clases cada año. Consulte con la oficina o el administrador de la cafetería para obtener el formulario de solicitud. Los alumnos deben presentar su identificación de estudiante para poder obtener el almuerzo.

## ALUMNOS CON EMPLEO: PERMISO DE TRABAJO

Si bien la escolaridad y la preparación para una carrera universitaria deben ser siempre las principales prioridades de los alumnos, se insta a los alumnos mayores de 14 años a evaluar la posibilidad de obtener un empleo como medio para mejorar su cartera académica, para prepararse para la universidad y para conquistar valiosa habilidades para la vida y experiencias. Para que un menor (toda persona menor de 18 años) pueda trabajar, debe obtener un Permiso de trabajo de la escuela.

Y para que un alumno sea considerado elegible para obtener un permiso de trabajo, los siguientes criterios son necesarios:

a. El alumno debe mantener un progreso mínimo respecto del logro de los requisitos de graduación de escolaridad secundaria tal como lo indica la política de la Junta directiva de Aspire.
b. El alumno debe mantener un GPA de 2.0 como mínimo durante el período de calificación previo (por trimestre).
c. El alumno no debe recibir ninguna calificación reprobatoria en las materias académicas básicas durante el período de calificación previo (por trimestre).

Se insta a todos los alumnos que deseen buscar empleo a reunirse con el Decano estudiantil o el Consejero académico para conversar sobre los requisitos legales vigentes en California, los requisitos de elegibilidad y los procedimientos que se bosquejan a continuación. La ley estatal determina ciertas restricciones sobre la cantidad de tiempo que se les permite trabajar a las personas menores de edad, y exige que el trabajo no interfiera con su progreso académico. De acuerdo con las reglamentaciones administrativas de Aspire Public Schools y el Código de Educación de CA 49164: “El CEO, o la persona que este designe, estará facultado para revocar el permiso de trabajo de una persona si se determina que el empleo perjudica la salud o la educación del alumno, que alguna de las condiciones o disposiciones del permiso está siendo infringida o que el alumno está trabajando en una situación de infracción de la ley”. Es posible encontrar detalles específicos en los siguientes sitios web o consultando con el decano o consejero de su escuela:

- Información sobre Menores y empleo, (http: www.dir.ca.gov/dlse/DLSE-CL.htm)
- Cuadro resumen de estándares de la División de Trabajo, (http: www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf)

Leyes sobre trabajo infantil 2013, (http: www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf) Preguntas frecuentes sobre Permisos de trabajo, (http: www.cde.ca.gov/ci/ct/we/wpfaq.asp)

### PROGRAMAS DE APRENDIZAJE EXTENDIDO/DOBLE ESCOLARIDAD

El programa de aprendizaje extendido de Aspire Public Schools abarca las horas después de clase para brindarles a nuestros alumnos apoyo académico adicional y acceso a actividades de cultura general como música, arte, deportes y otras actividades extracurriculares en grupo. El apoyo académico se centra en la intervención en Artes de la Lengua Inglesa y Matemática para alumnos que tienen un desempeño por debajo del nivel del grado, además de asistencia con las tareas diarias y apoyo para la preparación para la educación superior dirigido a alumnos de grados superiores. Las actividades de cultura general apuntan a fomentar la creatividad, el trabajo en equipo y la actividad física, sin desatender las habilidades académicas clave, y les brinda a los alumnos la oportunidad de explorar intereses y talentos (¡y de divertirse!). Si tiene alguna pregunta sobre el programa de doble escolaridad de su escuela, comuníquese con la oficina escolar.

## DISCIPLINA Y COMPORTAMIENTO DEL ESTUDIANTE

### NOTIFICACIÓN DE NORMAS

La administración de la escuela Aspire debe asegurarse de que se notifique por escrito a los alumnos y sus padres/tutores al momento de la inscripción sobre todos los procedimientos, las reglas y las políticas de disciplina. Este manual cumple con este requerimiento al describir las expectativas de comportamiento de los alumnos, los planes para gestionar los comportamientos de los alumnos y las consecuencias de no cumplir con las expectativas.

### SISTEMAS DE APOYO AL COMPORTAMIENTO POSITIVO

Aspire Ollin University Prep está comprometida a apoyar a todos los estudiantes a través de la implementación de sistemas que construyan una cultura escolar positiva. Esto incluye tanto estrategias generales de intervención como programas específicos de cultura y de desarrollo del comportamiento positivos. Algunos sistemas específicos que utilizamos incluyen:

**Sistemas de apoyo de múltiples niveles (MTSS):** El MTSS es la evolución de la respuesta a la intervención y se centra mucho más en el niño como un todo y en la creación de un sistema de niveles de apoyo que tiene en cuenta no solo las necesidades académicas o de conducta, sino también el impacto del entorno en estas necesidades.

**Intervenciones y apoyo para el comportamiento positivo (PBIS):** PBIS es un marco de resolución de problemas que ayuda a las escuelas en la determinación de intervenciones y apoyo para el comportamiento en todos los niveles dentro de un MTSS.

**Prácticas compensatorias (RP):** Las RP promueven las relaciones positivas y la construcción de la comunidad, y brindan oportunidades significativas para que los miembros de la comunidad escolar compartan la responsabilidad de hacer de nuestras escuelas un ambiente seguro y enriquecedor. Las prácticas compensatorias se usan en todos los niveles de apoyo e intervención para promover una cultura escolar positiva, la disciplina alternativa y el cambio.

### APRENDIZAJE SOCIOEMOCIONAL (SEL)

Nuestro abordaje del Aprendizaje socioemocional (SEL) es crear un clima y una cultura escolar positivos y fomentar el crecimiento socioemocional de nuestros alumnos y compañeros de equipo mediante la adopción de un enfoque intencional en la integración del SEL que comprenda toda nuestra pirámide educativa y la exceda. En 2018-2019, Aspire avanzará con la adopción e implementación de los principios y la programación del SEL desde el jardín de infantes de transición al duodécimo grado, en todo Aspire. Nuestro Programa de aprendizaje socioemocional es un elemento clave para avanzar en nuestros esfuerzos de equidad en Aspire, ya que nos asegura que cada estudiante reciba los tipos y el nivel apropiado de apoyo que necesita para alcanzar su potencial.

Aspire se compromete a apoyar el desarrollo socioemocional de nuestros estudiantes para que sean ciudadanos solidarios y productivos. Participamos en prácticas culturalmente sensibles y equitativas en nuestras comunidades de estudiantes, familias y compañeros de equipo para cultivar en cada alumno y educador de Aspire las siguientes habilidades de por vida:

- Control de emociones y comportamientos
- Sentimiento y expresión de empatía y compasión por los demás
- Toma de decisiones responsables
- Establecimiento y logro de metas positivas

Aspire Ollin University Preparatory Academy utiliza programas y otros métodos probados de SEL para incluir este tipo de aprendizaje en nuestro programa regular diario. Este programa se suma a las demás oportunidades varias de desarrollo cultural y de habilidades que se proporcionan en la escuela de su hijo.

Lions Quest: Lions Quest es un programa que abarca desde prejardín al duodécimo grado, que integra el aprendizaje socioemocional, la educación del carácter, la prevención de la intimidación o agresión y la adicción a las drogas, así como el aprendizaje del servicio para fomentar el éxito en la escuela y en la vida.

Comuníquese con nosotros si desea obtener más información sobre los sistemas y programas que utiliza nuestra escuela.

## CICLO DE GESTIÓN DEL COMPORTAMIENTO

El personal debe hacer cumplir procedimientos y reglas disciplinarios de forma justa y uniforme para todos los alumnos. Estos procedimientos y reglas describirán de forma clara las expectativas de disciplina de la escuela Aspire, y se imprimirán y distribuirán como parte de las notificaciones anuales que se envían a cada alumno al comienzo del año escolar.

La disciplina incluye, de forma no taxativa, la consejería y la consulta con los alumnos, las consultas con los padres o tutores, la detención durante y después de los horarios escolares, el uso de entornos educativos alternativos, la suspensión y la expulsión.

Está prohibido el uso del castigo corporal como medida disciplinaria en contra de los alumnos. El castigo corporal incluye el hecho de infligir voluntariamente dolor físico a un alumno o causar voluntariamente que se inflija dicho dolor. Estas normas no contemplan que el castigo corporal incluya el uso de la fuerza por parte de un empleado que sea razonable y necesaria para proteger a empleados, alumnos, personal o a otras personas o para evitar daños materiales en la escuela.

## PAUTAS DE EXPECTATIVAS DE COMPORTAMIENTO

Los alumnos deben recordar que son responsables de sus propias acciones y que tendrán que atenerse a las consecuencias, tanto positivas como negativas, de esas acciones. Los alumnos serán responsables de su comportamiento en la escuela y durante cualquier actividad patrocinada por la escuela. El personal será responsable del aliento positivo, la uniformidad y la ejemplificación adecuada del comportamiento. Los alumnos aprenderán a tomar buenas decisiones y resolver los problemas de forma eficiente, y podrán demostrar aptitudes de autonomía, responsabilidad y autodisciplina. Todo este proceso se construye sobre el respeto por cada alumno y adulto considerado como una persona digna y valiosa.

Cada escuela será un lugar seguro y ordenado para que nuestros alumnos reciban una educación de calidad. Los alumnos, los padres y el personal de la escuela deben compartir una responsabilidad equitativa para crear el mejor entorno de educación posible. La comunicación abierta y honesta con alumnos, padres y el personal de la escuela es la mejor forma de lograr este objetivo.

Para alcanzar las metas y los objetivos de esta escuela, esperamos que:

- Sea responsable, respetuoso y se mantenga seguro, comportándose con respeto hacia usted mismo y hacia los demás.
- Acate todas las leyes federales, estatales, del condado y de la ciudad.
- Siga los procedimientos de disciplina adicionales que se encuentran en el Manual para la familia del alumno según lo desarrolló el Consejo Escolar (anteriormente Consejo de Asesoría Escolar).

- Siga las reglas que se aplican para las clases y las materias específicas. Estas reglas, por escrito, se darán a conocer a alumnos y padres al comienzo del año escolar.

No se permite lo siguiente:

- La posesión, el uso, la distribución o el estar bajo la influencia de drogas (ilegales o recetadas) o de alcohol.
- La posesión, el uso o la distribución de cigarrillos o productos de tabaco.
- La posesión o el uso de armas de fuego, armas blancas, explosivos, pirotecnia o cualquier otro elemento capaz de dañar a cualquier persona o propiedad (o cualquier elemento que pueda crear la impresión de dicho daño).
- Las actividades relacionadas con pandillas, como señas identificatorias, intimidación grupal o afiliación a pandillas.
- Las peleas, las payasadas, los golpes, los ruidos fuertes o las amenazas.
- El desperdicio, el daño, la desfiguración o la destrucción de cualquier propiedad escolar o propiedad que pertenezca a otra persona. Están prohibidos los grafitis o las pintadas. No destruya ni escriba sobre edificios, pisos o propiedad de la escuela.
- El arrojar basura dentro de la propiedad de la escuela y tener comida, bebidas y chicles en las aulas y pasillos. Solo se puede comer en áreas permitidas y tener agua en las aulas.

## EXPECTATIVAS ESCOLARES GENERALES PARA EL ÉXITO DE LOS ALUMNOS

Cada escuela ha adoptado reglas comunes que se aplican a todas las aulas y en todo momento. Estas reglas comunes son:

1) SEGUIR LAS INSTRUCCIONES DE TODO EL PERSONAL EN TODO MOMENTO.
2) VERSE DE FORMA PROFESIONAL EN TODO MOMENTO.
3) USAR LENGUAJE POSITIVO: No provocar, intimidar, decir obscenidades o insultar, etc.
4) No molestar con las manos ni con los pies y mantener los objetos con usted: No pelear ni provocar, etc.
5) CUIDARSE DE LA ESCUELA, ASÍ COMO CUIDAR LA PROPIEDAD DE OTRAS PERSONAS: no arrojar basura, masticar chicle ni destruir la propiedad. Solo coma en áreas permitidas y tenga solo agua en el aula.

## ALTERNATIVAS DE SUSPENSIÓN

La suspensión se impondrá solo cuando otros medios de corrección no logren generar la conducta adecuada. Sin embargo, un alumno (incluida una persona con necesidades excepcionales), como se define en la Sección 56026, puede ser suspendido por cualquiera de las razones enumeradas en la Sección 48900 al cometer la primera infracción, si el director o el inspector de escuelas determina que el alumno cometió una infracción contra la subdivisión (a), (b), (c), (d), o (e) de la Sección 48900 del Código de Educación (consulte abajo las causales de suspensión para obtener más detalles) o que la presencia del alumno genera un peligro para las personas. [Código de Educación § 48900.5]

## SUSPENSIÓN

La suspensión es el retiro temporal de un alumno de la clase por motivos de adaptación o disciplinarios.

Los alumnos suspendidos o expulsados deben ser excluidos de todas las actividades escolares y relacionadas con la escuela, a menos que se acuerde lo contrario durante el periodo de suspensión o expulsión. Los alumnos que asistan a la escuela durante el periodo de suspensión o expulsión pueden recibir medidas disciplinarias adicionales.

Excepto en los casos en que se justifica una suspensión por primer delito de acuerdo con la ley, cada escuela debe considerar la suspensión de la escuela solo cuando no hayan funcionado otros medios de

corrección o cuando la presencia del alumno constituya un peligro para las personas o la propiedad o perturbe gravemente el proceso de educación.

*Autoridad para suspender*

1. Un maestro puede suspender a un alumno de su clase durante el día de la suspensión y el día siguiente.
2. El Director, o la persona que este designe, puede suspender a un alumno de una o varias clases o del campus de la escuela por un periodo que no exceda los cinco días escolares.
3. El CEO, o la persona que este designe, puede extender la suspensión del alumno, dejando la decisión final pendiente para la Junta administrativa de Aspire sobre la recomendación de expulsión.
4. Un alumno con un IEP que esté bajo consideración de expulsión puede ser suspendido durante diez (10) días consecutivos, dejando pendiente la evaluación y la reunión del equipo del IEP. La suspensión también puede extenderse, con la decisión final pendiente para la Junta administrativa de Aspire sobre la recomendación de expulsión. En casos en que las suspensiones acumulativas de un alumno de educación especial excedan los 10 días del año escolar, se debe requerir que la Agencia Local de Educación (LEA) proporcione una educación pública gratuita y apropiada (FAPE) en casos en que, en el futuro, deba cumplir días de suspensión. El equipo del IEP determina la oferta apropiada de FAPE para el alumno

*Jurisdicción*

Se puede suspender o expulsar a un alumno por mala conducta prohibida si el acto 1) ocurrió en la propiedad de Aspire o en un evento patrocinado por Aspire; 2) está relacionado con una actividad escolar de Aspire, o 3) tiene lugar hacia o desde las actividades que se describen en n.°1 o n.°2.

*Causales de suspensión y expulsión (Código de Educación de CA)*

Se brinda la siguiente información para proporcionar uniformidad dentro de Aspire en los temas relacionados con la mala conducta de los alumnos que requieran una medida disciplinaria. Las siguientes infracciones constituyen causales de suspensión y expulsión:

a) (1) Causó, intentó causar, o amenazó con causar lesiones físicas a otra persona.

o (2) Ejerció, de forma deliberada, fuerza o violencia sobre otra persona, excepto los casos de defensa personal.

b) Tenía posesión, vendió o proporcionó un arma de fuego, arma blanca, explosivo u otro objeto peligroso, a menos que, en caso de posesión de un objeto de este tipo, el alumno haya obtenido un permiso escrito por parte de un empleado certificado de la escuela para tener posesión del elemento, según lo acordado con el director o la persona que este haya designado.

c) Tenía posesión ilegal, usó, vendió o proporcionó de otro modo, o estuvo bajo las influencias de una sustancia controlada, según lo que se indica en el Capítulo 2 (comenzando en la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un estupefaciente de cualquier tipo.

d) Ofreció, organizó o negoció la venta ilegal de una sustancia controlada, según lo que se indica en el Capítulo 2 (comenzando en la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un estupefaciente de cualquier tipo, y vendió, entregó o proporcionó de otro modo a una persona otro líquido, sustancia o material y simuló que dicho líquido, sustancia o material era una sustancia controlada, bebida alcohólica o un estupefaciente.

e) Cometió o intentó cometer un robo o una extorsión.

f) Causó o intentó causar daños a la propiedad escolar o a la propiedad privada.

g) Robó o intentó robar propiedad escolar o propiedad privada.

h) Tenía posesión o usó tabaco o productos que contengan tabaco o nicotina, incluidos, de manera no taxativa, cigarrillos, cigarros, cigarros en miniatura, cigarrillos aromatizados, tabaco sin humo, rapé, tabaco para mascar y betel. Sin embargo, esta sección no prohíbe el uso o la posesión por parte del alumno de productos recetados.

i) Cometió un acto obsceno o es vulgar u obsceno de forma habitual.

j) Tenía posesión ilegal u ofreció, organizó o negoció la venta de accesorios para drogas, como se define en la Sección 11014.5 del Código de Salud y Seguridad.

k) Este código no aplica.

l) Recibió, a sabiendas, propiedad robada de la escuela o privada.

m) Tenía posesión de una imitación de arma de fuego. De la forma en que se usa en esta sección, "imitación de arma de fuego" significa una réplica de un arma de fuego, que es tan similar en esencia a un arma de fuego real, que lleva a una persona razonable a concluir que la réplica es un arma de fuego.

n) Cometió o intentó cometer un abuso sexual como se define en las Secciones 261, 266c, 286, 288, 288a, o 289 del Código Penal o cometió un acto de agresión sexual como se define en la Sección 243.4 del Código Penal.

o) Hostigó, amenazó o intimidó a un alumno que es testigo demandante o testigo en un procedimiento disciplinario en una escuela, ya sea para evitar que el alumno fuera testigo o para tomar represalias contra ese alumno por ser testigo, o ambos.

p) Ofreció u organizó la venta, negoció la venta o vendió de forma ilegal la droga recetada Soma.

q) Se involucró, o intentó involucrarse, en ritos de iniciación. En esta subdivisión, "ritos de iniciación" significa un método de iniciación o preiniciación en una organización u organismo estudiantil, ya sea que la organización o el organismo esté reconocido oficialmente o no por una institución educativa, en que es probable que se ocasionen lesiones físicas graves, o degradación o deshonra personal que puedan ocasionar daños físicos o mentales a un alumno, exalumno o futuro alumno. En esta subdivisión, "ritos de iniciación" no incluye eventos deportivos o eventos aprobados por la escuela.

r) Se involucró en un acto de intimación. En esta subdivisión, los siguientes términos tienen los significados que se detallan a continuación:

1. "Intimidación" significa cualquier acto o conducta física o verbal grave o generalizado, incluidas las comunicaciones escritas a través actos por medios electrónicos e incluido uno o más actos que haya cometido un alumno o un grupo de alumnos, según se define en la Sección 48900.2, 48900.3 o 48900.4, dirigida hacia uno o más alumnos de los cuales se ha predicho que tiene o se puede predecir de forma razonable que tendrá uno o más de los siguientes efectos:

    A. Atemorizar a uno o más alumnos razonables sobre la posibilidad de daños hacia la persona o la propiedad de dicho alumno o dichos alumnos.

    B. Hacer que un alumno razonable experimente un efecto, en esencia, perjudicial sobre su salud física o mental.

    C. Hacer que un alumno razonable experimente una interferencia sustancial con su desempeño académico.

    D. Hacer que un alumno razonable experimente una interferencia sustancial con su capacidad para participar en, o beneficiarse de, los servicios, las actividades o los privilegios que proporciona una escuela.

2. (A) "Acto por medios electrónicos" significa la transmisión de una comunicación, por medio de dispositivos electrónicos, incluidos, entre otros, un teléfono, un teléfono inalámbrico u otro dispositivo de comunicación inalámbrico, una computadora, un bíper, incluida, entre otras, cualquiera de las siguientes:

    A. Un mensaje, un texto, un sonido o una imagen.

    B. Una publicación en un sitio web de Internet de redes sociales, que incluya, entre otros:

        i. Publicar o crear una página de chimentos. "Una página de chimentos" es un sitio web en Internet para obtener uno o más de los efectos que se indican en el párrafo (1).

ii. Crear una imitación creíble de otro alumno real para obtener uno o más de los efectos que se indican en el párrafo (1).

(1) "Imitación creíble" significa imitar, a sabiendas y sin consentimiento, a un alumno para intimidarlo de manera tal que otro alumno pueda creer, o haya creído, con razón, que el alumno era o es el alumno imitado.

(2) Crear un perfil falso para obtener uno o más de los efectos que se indican en el párrafo (1). "Perfil falso" significa un perfil de un alumno ficticio o un perfil que use la similitud o los atributos de un verdadero alumno que no sea el alumno que creó el perfil falso.

2. B) Independientemente de lo que se indique en el párrafo (1) y en el subpárrafo (A), un acto por medios electrónicos no constituirá una conducta generalizada solo por el hecho de que ha sido transmitido por Internet o que esté, actualmente, publicado en Internet.

3. "Alumno razonable" significa un alumno, incluido, de manera no taxativa, un alumno con necesidades excepcionales, que cuente con el cuidado, las habilidades y el juicio promedio que coincidan con su edad o para una persona de su edad con sus necesidades excepcionales.

t) Un alumno que ayude o fomente, según se define en la Sección 31 del Código Penal, que se inflijan o intente infligir daños físicos a otra persona puede quedar sujeto a la suspensión, pero no a expulsión, de acuerdo con esta sección, excepto que un tribunal de menores haya declarado que el alumno ha cometido, como ayudante o cómplice, un delito de violencia física en el que la víctima haya sufrido un daño corporal grave.

Además de los fundamentos que se establecen en las Secciones 48900, un alumno de Aspire inscrito en algún grado entre 4.° y 12.°, inclusive, podrá ser suspendido de la escuela o recomendado para expulsión si el CEO, quien este designe, o el Director de la escuela en la cual está inscrito el alumno determina que el alumno ha:

- Cometió acoso sexual como se define en la Sección 212.5 del Código de Educación. [Código de Educación § 48900.2]
- Causó, intentó causar, amenazó con causar, o participó en un acto de violencia como se define en la subdivisión (e) de la Sección 233 del Código de Educación. [Código de Educación § 48900.3]
- Se involucró, de forma intencional, en hostigamientos, amenazas o intimidación dirigidos en contra de cualquier miembro del personal o del alumnado de Aspire, que sean lo suficientemente generalizados como para tener el efecto esperado real y razonable de interrumpir materialmente la clase, creando un desorden sustancial e invadiendo los derechos del personal o a los alumnos de la escuela al generar un entorno educativo intimidante u hostil. [Código de Educación § 48900.4]
- Realizó amenazas terroristas en contra de funcionarios de la escuela o la propiedad de la escuela. [Código de Educación § 48900.7]
- Poseyó o usó cualquier dispositivo de señalización electrónica que opere a través de la transmisión o la recepción de las ondas de radio, incluidos, de forma no taxativa, dispositivos de localización y señalización, teléfonos celulares, bípers, juegos, láser, punteros láser y dispositivos de reproducción de música mientras que los alumnos se encontraban en el campus o en una actividad patrocinada por la escuela o mientras se encontraban bajo la supervisión y el control de cualquier empleado de Aspire. [Código de Educación § 48901.5 (a)]

*Procedimientos en casos que requieren suspensión*

1. Investigación de incidentes: el administrador del establecimiento escolar o el maestro investigará el incidente y determinará el mérito para suspensión o no.
2. Determinación de la duración de la suspensión: El administrador del establecimiento escolar determina la duración adecuada de la suspensión en conjunto con las políticas y los planes de gestión disciplinaria específicos de la escuela local (como máximo cinco días escolares consecutivos). [Código de Educación § 48911 (a)]

La cantidad total de días durante los que se puede suspender de la escuela a un alumno no deben exceder las 20 jornadas escolares en cualquier año escolar. [Código de Educación *§* 48903 (a)]

3. Notificaciones legales: antes de la suspensión o expulsión de un alumno, el Director o la persona a quien este designe, deberá notificar a las autoridades responsables del cumplimiento de la ley correspondientes a la ciudad o al condado sobre todos aquellos actos de ataque que un alumno haya cometido en infracción del Código Penal *§* 245. [Código de Educación *§* 48902]

   El Director, o la persona a quien este designe, deberá notificar de forma adecuada a las autoridades responsables del cumplimiento de la ley de la ciudad o el condado sobre cualquier acción del alumno que pueda involucrar la posesión o venta de narcóticos o sustancias controladas o la posesión de armas blancas o armas de fuego que infrinja el Código Penal *§§* 626.9 y 626.10. [Código de Educación *§* 48902]

   Dentro del siguiente día escolar después de la suspensión o expulsión de un alumno, el Director, o a quien este designe, deberá notificar debidamente a las autoridades responsables del cumplimiento de la ley de la ciudad o el estado, por teléfono u otros medios adecuados, sobre la acción de cualquier alumno que pueda haber infringido el Código de Educación *§*48900(c) o (d), en relación con la posesión, el uso, la oferta o venta de sustancias controladas, alcohol o estupefacientes de cualquier tipo. [Código de Educación *§* 48902]

   Cuando el Director u otro funcionario de la escuela se desvincule de un alumno derivándolo a un agente del orden para que lo retire del predio escolar (después de la desvinculación), el Director u otro funcionario escolar debe tomar medidas inmediatas para notificar a los padres, tutores o familiares responsable del alumno sobre el retiro del menor y el lugar donde, según consta, se esté llevando al menor. **Nota**: La responsabilidad de notificar a los padres, tutores u otros familiares responsables sobre la desvinculación de un alumno no aplica para la desvinculación de un alumno que sea puesto bajo custodia como víctima de un supuesto abuso infantil. [Código de Educación *§* 48906]

4. Conferencia sobre suspensión: las suspensiones deberán ser precedidas, dentro de lo posible, por una conferencia a cargo del Director, o de una persona que este designe, con el alumno y sus padres y, de ser factible, el maestro, el supervisor o el empleado de la escuela que remitió el alumno al Director.

5. Notificación de suspensión: el Director, o la persona que este designe, debe completar un formulario de Notificación de suspensión de Aspire. Se les proporcionará a los padres una notificación escrita de la suspensión mediante este formulario. La Notificación de suspensión de Aspire cumple la función de notificación escrita de la suspensión del alumno e indica la fecha de regreso luego de la suspensión. Esta notificación debe indicar la infracción específica que cometió el alumno. Además, la notificación también puede indicar la fecha y hora en que el alumno puede volver a la escuela.

   Se almacenará una copia de este formulario en el sistema disciplinario OnCourse: las notificaciones de suspensión no deben guardarse en el expediente histórico del alumno.

*Proceso de apelación*

Un alumno o los padres/tutores de un alumno pueden apelar esas medidas disciplinarias, aparte de la expulsión, que se impongan sobre un alumno por sus infracciones relacionadas con la escuela.

- Las apelaciones primero se deben realizar por escrito a la escuela, y deben estar dirigidas al Director. El Director, o la persona a la que este designe, intentará resolver la apelación con una respuesta escrita dentro de los diez (10) días escolares.
- Después de una apelación en el marco escolar, si se desea proseguir con el proceso de apelaciones, la siguiente instancia será en la Oficina central de Aspire, y deberá estar dirigida al CEO, o a la persona que este designe (Gerente regional de servicios estudiantiles) para su resolución mediante respuesta por escrito dentro de los quince (15) días escolares.
- Después de la apelación en el marco administrativo en Aspire, si aún se desea realizar una revisión, es posible reenviar la apelación al Comité Ejecutivo de Aspire para su resolución mediante respuesta escrita dentro de los 20 días escolares.

Si se deniega alguna apelación, el padre puede adjuntar una impugnación escrita al archivo del alumno.

## EXPULSIÓN

La expulsión es el retiro involuntario de un alumno de todas las escuelas Aspire y los programas Aspire a causa de actos de mala conducta específica.

Salvo en los actos únicos de naturaleza grave [que se enumeran en el Código de Educación 48915 (a) o (c)], solo se debe hacer uso de la expulsión cuando:

- haya un historial de mala conducta,
- otras formas de medida disciplinaria (inclusive la suspensión) no han logrado generar la conducta adecuada;
- o cuando la presencia del alumno genera un peligro continuo para otros alumnos.

*Autoridad para expulsiones*

La Junta administrativa de Aspire está facultada para expulsar a un alumno. La Junta administrativa contará con al menos tres miembros certificados, ninguno de los cuales podrá ser maestro o director del alumno ni miembro de la Junta directiva de Aspire. La Junta administrativa de Aspire podrá recomendar la expulsión de un alumno que se determine responsable de un acto pasible de suspensión o expulsión.

Durante el plazo de su expulsión, el alumno no puede inscribirse en ninguna otra escuela Aspire sin la aprobación de la Junta directiva de Aspire. Al finalizar el plazo de expulsión de un alumno, este no podrá inscribirse en una escuela Aspire sin la aprobación de la Junta directiva de Aspire a través del proceso de readmisión.

Durante el plazo de su expulsión, la ubicación educativa de un alumno expulsado queda a criterio del Distrito de residencia o del distrito que autoriza.

## INFRACCIONES PASIBLES DE EXPULSIÓN

- *Expulsión obligatoria*

  El Director o CEO (o quien este designe) deberá suspender de forma inmediata y recomendar la expulsión de un alumno a quien se haya determinado la responsabilidad de alguno de los siguientes actos en la escuela o en una actividad patrocinada por la escuela estando bajo jurisdicción de la escuela. La Junta administrativa de Aspire también deberá proceder con la expulsión del alumno.

  La expulsión obligatoria no requiere de una segunda determinación de evidencia. [Código de Educación § 48915(c)]

  - Poseer, vender o proporcionar de forma alguna un arma de fuego, salvo que el alumno haya obtenido el permiso previo para poseer el arma de fuego de un empleado certificado de la escuela
  - Amenazar a otra persona con un cuchillo
  - Vender ilegalmente una sustancia controlada que figure en la lista del Código de Salud y Seguridad §§ 11053-11058
  - Cometer o intentar cometer una agresión sexual o cometer un abuso sexual
  - Estar en posesión de un explosivo

- *Recomendación obligatoria para expulsión*

  El Director o CEO (o quien este designe) deberá suspender de forma inmediata y recomendar la expulsión de un alumno a quien se haya determinado la responsabilidad de alguno de los siguientes actos en la escuela o en una actividad patrocinada por la escuela estando bajo jurisdicción de la escuela. La Junta administrativa de Aspire podrá ordenar la expulsión del alumno.

  La recomendación obligatoria de expulsión requiere de una segunda determinación de evidencia. [Código de Educación § 48915(a)]

  - Provocar una lesión física de gravedad a otra persona, salvo que sea en defensa propia [Cód. de Educación §48900(a)].

- Poseer un cuchillo como se define en el Código de Educación *§* 48915(g) u objeto peligroso cuya utilidad no sea razonable para el alumno.
- Poseer ilegalmente alguna sustancia controlada que figure en la lista del Código de Salud y Seguridad *§§* 11053-11058, salvo por la primera infracción de posesión de no más de una onza avoirdupois de marihuana, que no sea concentrado de cannabis. [Cód. de Educación *§* 48900(c)]
- Robo o extorsión. [Cód. de Educación *§* 48900(g)]
- Agresión o abuso contra algún empleado de la escuela, tal como se define en el [Código Penal *§§* 240 y 242]

- *La recomendación de expulsión con autorización requiere de una segunda determinación de evidencia.*

  Si el Director o CEO (o quien este designe) así lo recomienda, la Junta administrativa de Aspire puede ordenar la expulsión de un alumno si se descubre que este, en la escuela o en una actividad patrocinada por la escuela o en predios externos a la escuela, incurre en alguna infracción pasible de suspensión que se enumera en la lista de suspensión.

## SUSPENSIÓN Y EXPULSIÓN DE ALUMNOS DE EDUCACIÓN ESPECIAL Y ALUMNOS DE ESCUELAS ESPECIALES 504: DETERMINACIÓN DE MANIFESTACIÓN

Si un alumno con una discapacidad (que califique para IDEA o la Sección 504) es suspendido durante diez o más días escolares (esto incluye suspensiones en la escuela y fuera de ella) o si recibe una recomendación de expulsión, las garantías procesales para el alumno exigen la conformación de un equipo. Las suspensiones en la escuela no se toman en cuenta respecto de los diez días de remoción si se confirman las tres condiciones siguientes: 1) El alumno puede continuar avanzando en el plan de estudios de educación general; 2) El alumno recibe los servicios enumerados en su Programa de Educación Personalizado (IEP); y 3) El alumno puede participar con sus compañeros de educación general en la medida contemplada en su IEP. La "Reunión para determinación de manifestación IEP/504" decidirá si la mala conducta fue provocada directamente por la discapacidad del alumno y/o si el IEP o el plan 504 se estaba implementando correctamente. Si en la reunión se determina que la discapacidad no tiene efecto causal directo en la mala conducta, y que el IEP/plan 504 se estaba implementando correctamente, el alumno podrá quedar sujeto a medidas disciplinarias de la misma forma que un alumno sin discapacidad.

## POLÍTICA DE HOSTIGAMIENTO

Estamos comprometidos con brindar un entorno educativo libre de cualquier tipo de hostigamiento. Está prohibido el hostigamiento contra un alumno o un miembro del personal por parte de otro alumno o miembro del personal. La escuela tratará con severidad los supuestos hostigamientos y analizará e investigará tales acusaciones de manera inmediata, confidencial y exhaustiva.

El hostigamiento se produce cuando una persona está sujeta a un trato o entorno escolar hostil o intimidatorio por causa de la raza, el credo, el color, la nacionalidad, una discapacidad física, la orientación sexual, el género o el sexo de la persona. El hostigamiento puede producirse en cualquier momento durante la jornada escolar o durante una actividad relacionada con la escuela. Incluye, de forma no taxativa, cualquiera de las siguientes situaciones:

*Hostigamiento verbal*

Cualquier lenguaje escrito o verbal o gesto físico dirigido a un miembro del personal o alumno que se considere insolente, peyorativo, abusivo, o que sugiera, explícita o implícitamente, una amenaza de daño físico se considerará totalmente inaceptable y será clasificado como hostigamiento y tratado como tal.

*Hostigamiento cibernético*

Cualquier lenguaje escrito, imagen o video dirigido a un miembro del personal o alumno que se considere insolente, peyorativo, abusivo, o que sugiera, explícita o implícitamente, una amenaza de daño físico será totalmente inaceptable y será clasificado como hostigamiento y tratado como tal. Esto incluye plataformas de redes sociales, entre otras, Snapchat, Facebook, Instagram y Twitter, etc.

*Hostigamiento físico*
Los roces y contactos físicos no deseados, los ataques que deliberadamente impiden o bloquean el movimiento, o una intimidación que interfiera con el trabajo o el movimiento normal.

*Acoso sexual*
Incluye todo avance sexual no deseado u otras conductas físicas o verbales de índole sexual cuando se cumpla alguno de los siguientes criterios o todos ellos:

1. La sumisión a tal conducta se formula explícita o implícitamente como un término o condición para el progreso o condición académicos del alumno.
2. La sumisión o el rechazo ante dicha conducta por parte del alumno se utiliza como fundamento de decisiones académicas que afectan a la persona.
3. Dicha conducta tiene por propósito o efecto una interferencia no razonable en el desempeño académico de la persona o la creación de un entorno educativo intimidatorio, hostil u ofensivo.

Es responsabilidad de la escuela:

1. Implementar esta política a través de reuniones regulares con todo el personal, garantizando que comprenda la política y su importancia.
2. Concientizar a todo el personal, el alumnado y los padres sobre la política y sobre el compromiso que la escuela mantiene con su estricta implementación.
3. Mantenerse alerta para detectar condiciones que generen o puedan desencadenar un entorno escolar ofensivo u hostil.
4. Establecer prácticas diseñadas para crear un entorno escolar libre de discriminación, intimidación u hostigamiento.

Es responsabilidad de cada alumno:

1. Comportarse de manera tal que contribuya con un entorno escolar positivo.
2. Evitar cualquier actividad que pueda considerarse discriminatoria, intimidatoria u hostigadora.
3. Considerar informarle inmediatamente a cualquier persona que esté hostigándolo o acosándolo que su conducta es ofensiva y no deseada.
4. Informar sobre todos los incidentes de discriminación u hostigamiento al Director.
5. Si se informa que un alumno participa en una conducta discriminatoria, intimidatoria, acosadora o no deseada, el alumno deberá erradicar de inmediato tal conducta.

*Acoso por transgénero*

En virtud del Código de Educación (§ 221.5), las Aspire Public Schools garantizan que los jóvenes transgénero reciban protección contra el hostigamiento, inclusive:

- El derecho a la privacidad en lo referente a que ningún miembro del personal de la escuela compartirá la información personal del alumno con los demás alumnos.
- El derecho a debatir y expresar abiertamente su identidad y expresión de género, y a decidir cuándo, con quién y qué grado de información desean compartir.
- Todos los registros oficiales de la escuela deben mantener el nombre y el género del alumno que le fueron asignados al nacer a menos que se entregue a la escuela un documento legal emitido por un tribunal.
- Se utilizará el nombre de preferencia del alumno para dirigirse a él en registros no oficiales, si se completa el formulario de Igualdad de género (disponible a pedido). Los padres pueden solicitar que se inscriba a un alumno con su nombre y género de preferencia.
- El personal y los alumnos se esmerarán por dirigirse correctamente a los alumnos mediante su nombre de preferencia y el pronombre de género correspondiente en todas las comunicaciones. Un incumplimiento sostenido de referirse al alumno de manera consecuente se considerará como una negación de la identidad de género del alumno y, por tanto, una forma de hostigamiento.

- Todos los alumnos pueden utilizar el baño que corresponda a su identidad de género en la escuela. Además, los alumnos también pueden utilizar un baño de género neutro.
- Si las clases son específicas para un género, los alumnos se asignarán a la sección que corresponda a su identidad de género.
- La participación en clases de atletismo se regirá por las reglas y políticas de las organizaciones patrocinantes.
- La participación en clubes y actividades estará abierta a todos los alumnos.
- El código de vestimenta es neutro respecto del género, y los alumnos transgénero pueden vestir de acuerdo con un su identidad de género.
- La intimidación relacionada con la identidad transgénero se resolverá de inmediato, y se considerará una infracción del Cód. de Ed. *§* 48900(r) que se describe más arriba.

## BÚSQUEDAS

La vestimenta, la propiedad personal y los vehículos o la propiedad escolar de un alumno, incluidos los libros, pupitres y casilleros escolares, podrán estar sujetos a revisión a cargo del Director o de una persona designada por el Director ante una duda razonable de que el alumno esté en posesión de artículos ilegales u obtenidos de manera ilegal. Esto puede incluir sustancias ilegales, artefactos relacionados con las drogas, armas u otros objetos o sustancias que podrían ser dañinas para el alumno o para los demás. **Los artículos de posesión ilegal serán confiscados y podrán entregarse a la policía.**

## POSESIÓN DE ARMAS Y OBJETOS PELIGROSOS

Constituye una infracción de las leyes estatales y de las políticas y normas de las Aspire Public Schools la portación de un arma de fuego, arma blanca u otro objeto peligroso dentro de las instalaciones escolares, en el transporte provisto por la escuela o en las áreas de otras instalaciones que se utilizan para actividades escolares.

## LIBRE DE DROGAS, ALCOHOL Y TABACO

Las Aspire Public Schools reconocen la necesidad de un entorno libre de drogas, de alcohol y de tabaco. Se prohíbe fumar en todos los edificios, instalaciones y vehículos de Aspire. Las Aspire Public Schools respaldan la abstinencia de alcohol, tabaco y otras drogas de todos los alumnos para que su desarrollo pueda alcanzar el máximo potencial intelectual, emocional, social y físico. Los alumnos están sujetos a medidas disciplinarias, hasta una recomendación de expulsión inclusive, por infracciones relacionadas con el tabaco, el alcohol y las drogas.

## OTROS ELEMENTOS PROHIBIDOS

No se permite que los alumnos traigan juegos, juguetes o tarjetas de colección intercambiables a la escuela para ser usadas durante la jornada escolar (inclusive el recreo y el almuerzo). También es posible que se les retiren los teléfonos celulares, reproductores de MP3 y dispositivos personales manuales. Los elementos prohibidos se devolverán solamente a un padre o tutor. La reincidencia en esta infracción desencadenará que los elementos retirados no sean devueltos hasta el final del año escolar.

## RESPONSABILIDAD PERSONAL POR LOS ARTÍCULOS

Los estudiantes son responsables de cuidar sus artículos personales. Aspire no es responsable por la pérdida o rotura de los artículos personales del estudiante en la escuela, a menos que dichos artículos estén en posesión de un miembro del personal de Aspire en el momento en que se pierdan o se rompan.

# RESPALDOS Y PROTECCIONES PARA LOS ALUMNOS

## PLAN DE LA SECCIÓN 504

La Sección 504 de la Ley de rehabilitación de 1973 establece que en Estados Unidos, ninguna persona con una discapacidad calificada. . . puede, por causa exclusiva de su discapacidad, ser excluida de la participación, ser privada de los beneficios o quedar sujeta a discriminación en programa o actividad alguno que reciba asistencia financiera del Estado. (29 USC 794)

- Cumplimiento monitoreado por la Oficina de derechos civiles.
- Rige para todas las instituciones que reciben asistencia financiera del estado federal, como es el caso de las escuelas públicas.
- Las escuelas tienen la obligación de brindar una "educación pública gratuita y apropiada" (FAPE) a los niños con discapacidades.

La Sección 504 prohíbe la discriminación y garantiza que los alumnos con discapacidades reciban oportunidades educativas y beneficios equivalentes a los que reciben los alumnos sin discapacidades. Si desea obtener más información acerca de los planes de 504 u otros tipos de asistencia disponibles para su alumno, contáctese con el Director de su escuela.

## EDUCACIÓN ESPECIAL

Las Aspire Public Schools prestan servicios a todos los alumnos, independientemente de su discapacidad, y ofrecen servicios de Educación especial a aquellos alumnos que se consideren elegibles en virtud de la Ley de Educación de Personas con Discapacidad. Las escuelas tienen la obligación de brindar una "educación pública gratuita y apropiada" (FAPE) con el entorno menos restrictivo (LRE). Las recomendaciones de servicios y elegibilidad para Educación especial pueden ser emitidas por maestros, padres, agencias, profesionales pertinentes y por otros miembros de la comunidad. Las recomendaciones para Educación especial se coordinarán con los procedimientos del establecimiento escolar para la recomendación de alumnos con necesidades que no puedan satisfacerse mediante modificaciones del programa de enseñanza regular, inclusive las recomendaciones de equipos de intervención de alumnos, como el Equipo de Estudio del Alumno (SST). Para proceder a recomendar a un alumno para Educación especial y los servicios pertinentes, será necesario que se hayan considerado y, donde corresponda, utilizado, los recursos del programa de educación normal. [Si desea más información sobre el proceso de recomendación para Educación especial, consulte la sección *Notificación de detección de alumno para educación especial]*

- **Garantías procesales para padres:** Las Garantías procesales (también conocidas como Derechos parentales), deben conferirse a los padres de un niño con discapacidad como mínimo (a) ante la recomendación inicial para evaluación; (b) ante cada notificación de una reunión de IEP; (c) ante una revaluación del niño; (d) de conformidad con los procedimientos disciplinarios y (e) ante la recepción de una solicitud de proceso debido.

## NOTIFICACIÓN DE DETECCIÓN DE ALUMNO PARA EDUCACIÓN ESPECIAL (CHILD FIND)

Muchos programas para los niños que concurren a Aspire Public Schools se brindan sin costo alguno para usted. Nuestras escuelas ofrecen programas y servicios de educación especial, como enseñanza especializada, servicios conductuales, terapia del habla, terapia física y ocupacional y otros servicios relacionados con la educación especial. Las evaluaciones de desarrollo o los exámenes integrales de los niños en quienes se sospecha la presencia de alguna discapacidad que podría afectar negativamente su desarrollo educativo se brindan sin costo alguno para usted.

Es necesario evaluar al alumno para identificar si tiene alguna discapacidad como estipula la Ley de Educación de Personas con Discapacidad (IDEA) para poder considerarlo elegible para los programas de educación especial y los servicios relacionados. La evaluación es el proceso que se utiliza para determinar las necesidades del alumno y su elegibilidad para un Programa de Educación Individualizado (IEP). No se utiliza ningún procedimiento como criterio único para determinar un programa educativo adecuado para una persona que presenta necesidades excepcionales. Las evaluaciones deben cubrir todas las áreas relacionadas con la supuesta discapacidad, y su ejecución estará a cargo de un equipo multidisciplinario

que incluirá a los padres. La evaluación concluirá en un informe escrito de conformidad con el *Código de Educación de California, Sección 56327.* Si un padre presenta una solicitud de evaluación, la Agencia Local de Educación (LEA) tendrá 15 días para revisar la solicitud y responder a ella por escrito. Si la LEA determina que corresponde realizar la evaluación, se desarrollará un plan de evaluación y se les entregará una copia del plan a los padres. Los padres tendrán 15 días para responder a la propuesta de plan de evaluación. La evaluación comenzará cuando se reciba el consentimiento escrito de los padres sobre el Plan de evaluación individual. El plazo para completar la evaluación y realizar la reunión del IEP es de 60 días a partir de la recepción del consentimiento escrito de los padres. Ante una denegación de la solicitud de evaluación, se deberá enviar una notificación escrita con anticipación a los padres, de conformidad con el *Título 34, del CFR, Sección 300.503,* indicando los *fundamentos* de la denegación de la solicitud.

Si una familia de una Aspire Public School tiene dudas o inquietudes respecto de un alumno inscrito que recibe servicios de educación especial, tiene derecho a solicitar asistencia además de las copias de las políticas, los procedimientos, las evaluaciones, los planes y los informes contactándose con la oficina de Educación especial de Aspire. Es posible solicitar una cita o más información llamando a la oficina de Educación especial de Aspire al 510-434-5000 o solicitar información al Director de su escuela local.

## RECLAMO DE EDUCACIÓN ESPECIAL

Una persona puede presentar un reclamo alegando que la escuela no cumple con las políticas y los procedimientos de la ley IDEA. Una persona puede presentar un reclamo comunicándose con el Director de Educación especial de la Oficina regional de Aspire, ya sea verbalmente o por escrito. Si el reclamo se formula verbalmente, el personal de recepción debe solicitar que efectúe el reclamo por escrito, y asistir a los padres a manifestar el reclamo por escrito si es necesario. Dentro de los 15 días calendario a partir de la recepción del reclamo (con suspensión en los recesos escolares que superen los 5 días), se contactará a los padres y se les entregará una copia de las Garantías procesales para padres en relación con la Educación especial. El Director regional de Educación especial investigará la naturaleza del reclamo entrevistando a los padres y al equipo del establecimiento escolar y revisando el expediente histórico y de educación especial del alumno. Si corresponde realizar una reunión del Programa Educativo Individualizado para resolver el reclamo, esta se programará dentro de los 30 días calendario (con suspensión en los recesos escolares que superen los 5 días) posteriores a la recepción del reclamo.

Si el reclamo no se resuelve en la Oficina regional, la persona puede contactarse con el Director en jefe de Educación especial en la Oficina central de Aspire. El Director en jefe de Educación especial revisará las medidas que tomó la Oficina regional para resolver el reclamo y se comunicará con los padres dentro de los 5 días a partir de la recepción de su reclamo (con suspensión en los recesos escolares que superen los 5 días). El Director en jefe de Educación especial debatirá las Garantías procesales parentales con los padres, que pueden incluir el proceso de Resolución informal de disputas, los procedimientos estatales de reclamos y los procedimientos de proceso debido, según corresponda.

## NIÑOS Y JÓVENES SIN VIVIENDA (REAUTORIZACIÓN SEGÚN LA LEY MCKINNEY-VENTO DE 2002)

Tal como lo exige la ley federal (McKinney-Vento), las Aspire Public Schools garantizan que los niños y jóvenes sin vivienda reciban el mismo acceso a la educación pública apropiada y gratuita que reciben los demás niños y jóvenes. Si desea información adicional acerca de los servicios para niños y jóvenes sin vivienda, comuníquese con el Gerente regional de servicios estudiantiles. Solicite la información de contacto del Gerente regional (RM) en la oficina principal de su escuela.

## NIÑOS Y JÓVENES EN CUSTODIA TUTELAR

Tal como lo exige la ley estatal, Aspire Public Schools garantiza que se tomarán todas las decisiones educativas con el fin de asegurar que cada estudiante en custodia tutelar tenga la oportunidad de cumplir con los mismos estándares de rendimiento académico que todos los alumnos tienen. Si desea información adicional acerca de los servicios para niños y jóvenes sin vivienda, comuníquese con el Gerente regional de servicios estudiantiles. Solicite la información de contacto del Gerente regional (RM) en la oficina principal de su escuela.

## ESTUDIANTES QUE ESTÁN APRENDIENDO INGLÉS (ELL)

Aspire ofrece una variedad de programas para ayudar a los estudiantes que necesitan apoyo para hablar, leer, escribir o comprender el inglés debido a que este no es su idioma materno. Si está interesado en que su hijo reciba este apoyo, por favor comuníquese con la oficina principal de su escuela.

## APOYO PARA ESTUDIANTES DE GÉNERO DIVERSO

Aspire se compromete a proporcionar un entorno seguro y de contención para todos los estudiantes y a garantizar que todos tengan acceso igualitario a los programas y actividades educativos de Aspire. Aspire exige que todas las escuelas y todo el personal fomenten la aceptación y el respeto entre los estudiantes y el personal. Aspire es un lugar donde la identidad de género de cada estudiante se acepta y valora como una parte importante integral del niño. Si está interesado en conversar sobre tipos de apoyo específicos para su hijo, por favor, comuníquese con la oficina principal de su escuela.

## EQUIPO DE ÉXITO ESTUDIANTIL (SST)

El Equipo de éxito del Alumno constituye una manera eficiente y eficaz de reunir todos los recurso, humanos y de programas, para brindar apoyo a los alumnos que presenten dificultades en las clases normales. Se trata de una reunión concentrada para buscar soluciones en donde todas las personas necesarias, inclusive el alumno y sus padres, están presentes simultáneamente. El SST es una expresión de la inquietud que la escuela tiene por sus alumnos y proporciona un entorno de apoyo para que los alumnos participen activamente en la determinación de sus propias necesidades y en la implementación de estrategias diseñadas para ayudarlos.

## ESTUDIO INDEPENDIENTE

El Estudio independiente es una estrategia de enseñanza que responde a las necesidades individuales de un alumno. Es una alternativa a la enseñanza en el aula congruente con el programa de aprendizaje de Aspire, y no corresponde a un plan de estudios alternativo.

Entre las razones aceptables para solicitar un Estudio independiente se incluyen las faltas justificadas por cinco (5) o más días consecutivos a la escuela. Se debe enviar la solicitud escrita de estudio independiente al Director al menos dos semanas antes de la salida anticipada.

Queda a discreción del Director otorgar el permiso de Estudio independiente. Si anteriormente se le ha otorgado el permiso de Estudio independiente al alumno y no ha completado el trabajo como se le asignó, queda a discreción del Director administrador la decisión de si podrá participar en el programa nuevamente. Ningún alumno con necesidades excepcionales puede participar en el programa de Estudio independiente a menos que el Programa de Educación Individualizada (IEP) requiera de forma específica la participación.

## INSTRUCCIÓN EN EL HOGAR Y EL HOSPITAL

El propósito de la Instrucción en el hogar y el hospital (HHI) es proporcionar instrucción a un estudiante con una discapacidad *temporal* en su hogar, un hospital u otro centro residencial de salud, excepto hospitales estatales. La discapacidad temporal debe impedir o hacer desaconsejable la asistencia a Aspire. Por favor, comuníquese con la oficina principal de su escuela si desea hablar sobre la posibilidad de que su hijo reciba HHI.

## PROGRAMAS DE CONSEJERÍA SOCIOEMOCIONAL EN LA ESCUELA

Esta sección brinda información general sobre los servicios de consejería en las escuelas Aspire. No pretende ser una lista exhaustiva de los requisitos particulares de la consejería en cada escuela puntual, y cabe destacar que no todas las escuelas Aspire tienen la capacidad de brindar servicios de consejería. Comuníquese con la escuela de su hijo para determinar los protocolos específicos que rigen en ese establecimiento. Las escuelas que no cuentan con un consejero no pueden proporcionar servicios de consejería a menos que se estipule lo contrario en el documento de un IEP o plan de 504.

La consejería socioemocional en la escuela se ofrece de modo limitado a través del Departamento de consejería de nuestra escuela. No obstante, el alcance de la práctica de un consejero escolar es mucho más limitado que el de una agencia o proveedor externos. El trabajo de los consejeros escolares con los alumnos se focaliza en los problemas que se presentan durante la jornada escolar, específicamente trabajando para mejorar la presentación del impacto de los problemas en el logro educativo del alumno. **La consejería en el contexto escolar no pretende reemplazar las intervenciones terapéuticas ni los tratamientos de agencias o proveedores externos para resolver problemas de salud mental.** Los padres no deben esperar que el nivel de consejería en un establecimiento escolar sea suficiente para respaldar las necesidades de los alumnos con problemas considerables de salud mental. Además, los servicios de consejería escolar están solamente disponibles en los días y horarios en que funciona la escuela.

**No se garantizan los servicios de consejería para los alumnos**. Además, es posible que los alumnos recomendados para estos servicios se agreguen a una lista de espera hasta que el personal de consejería tenga una vacante. El lugar asignado al alumno en la lista de espera puede variar a criterio de la escuela y según lo exijan las leyes estatales y federales. No se aplican cargos por el apoyo de consejería brindado en la escuela. No obstante, como se indica anteriormente, los recursos de consejería de la escuela son limitados y sus servicios no están garantizados para cada recomendación o alumno.

## ATENCIÓN MÉDICA DE EMERGENCIA

Todos los alumnos deben tener una tarjeta de información para emergencias completa y firmada por uno de sus padres o tutor al inicio del año escolar. Esta tarjeta establece qué tipo de atención desea el padre que su hijo reciba ante una emergencia, además de dejar constancia sobre la información médica actual y de emergencias.

## ENFERMEDADES CONTAGIOSAS O INFECCIOSAS

Es posible que un alumno sea enviado de regreso a su casa si, por un buen motivo, se cree que padece de una enfermedad contagiosa o infecciosa reconocida. No se permitirá el regreso del alumno a la escuela hasta que la autoridad escolar tenga la certeza de que no existe tal enfermedad infecciosa o contagiosa.

## PREPARACIÓN PARA CASOS DE EMERGENCIA EN ASPIRE PUBLIC SCHOOLS

Aspire Public Schools se compromete a mantener campus seguros y protegidos para nuestros estudiantes y personal. Trabajamos diligentemente para asegurarnos de que los estudiantes y el personal estén preparados para casos de emergencias. Con ese fin, cada escuela tiene un plan integral de seguridad escolar que cubre las políticas y expectativas de Aspire con respecto a las prácticas de cada escuela para mantener la seguridad del campus físico, responder adecuadamente a las emergencias, aumentar la seguridad y protección de los estudiantes y el personal, así como crear un entorno seguro y ordenado propicio para el aprendizaje. Cada escuela lleva a cabo simulacros de emergencia regulares que, como mínimo, cumplen los requisitos establecidos por el estado. Estos simulacros incluyen: Incendios, terremotos y confinamiento/refugio en el lugar.

Se les pide a los padres que se aseguren de que sus hijos participen activamente y tomen en serio los simulacros de emergencia. Estos simulacros ayudan a garantizar que los estudiantes estén bien preparados en caso de una emergencia. Cada escuela también almacena suministros para casos de emergencia con el fin de mantener a los estudiantes y el personal. Estos suministros incluyen lo siguiente: agua, alimentos, suministros de primeros auxilios, suministros de búsqueda y rescate y artículos de saneamiento. El personal de la escuela revisa regularmente estos suministros.

Los padres deben estar familiarizados con los procedimientos de emergencia de la escuela y actualizar la información de contacto cada vez que cambie. Mantenga su teléfono celular con usted para recibir actualizaciones grabadas sobre la emergencia. Saber dónde ir para recoger a su hijo ahorrará tiempo y reducirá la ansiedad. Los padres deben recordar que las escuelas implementan procedimientos de emergencia para proteger a todos los estudiantes y que seguirán estos procedimientos durante una emergencia.

### DENUNCIAS DE ABUSO INFANTIL

Todo maestro u otro miembro del personal que sospeche que un alumno ha sido víctima de lesiones físicas, malos tratos, abuso sexual o maltrato emocional está obligado por la Ley de Denuncia de Abuso Infantil a notificar a las autoridades pertinentes. Para obtener información adicional sobre los requisitos para denunciar abuso infantil en California que rigen para maestros y otros miembros del personal escolar, contáctese con la recepción.

## COMPROMISO CON LA FAMILIA Y LA COMUNIDAD

### COMUNICACIÓN ENTRE LA ESCUELA Y EL HOGAR

En la escuela, contamos con que los padres y tutores cumplan su función de ser nuestros aliados en pos del respaldo de la educación de sus hijos. Siempre es mejor comunicarse con el maestro de sus hijos para resolver las inquietudes que pueda tener. Todo el personal de Aspire está a disposición para ser contactado por medio del correo electrónico y el teléfono que le brinda el establecimiento escolar.

### ACTIVIDADES DE COMPROMISO DE LA FAMILIA

Los niños aprenden mejor cuando sus padres se comprometen con cada paso del camino creando un puente de aprendizaje entre el aula y el hogar. A continuación, se presentan algunos ejemplos de lo que Aspire hace para ayudar a los padres y tutores a convertirse en grandes maestros para sus hijos:

**Clases especiales de los sábados:** Estas sesiones de medio día programadas en sábados específicos durante el año escolar permiten a los padres asistir a la escuela con sus hijos y conocer mejor el establecimiento. Creemos que es importante para ellos ver, sentir y experimentar el espacio en el que sus hijos pasan tanto tiempo.

**Guía de apoyo en el hogar:** Aspire instruye a los padres sobre cómo incorporar la lectura en casa (20 minutos o más por día desde jardín de infantes hasta 5.° grado), proporcionar el nivel de ayuda adecuado con la tarea, participar en proyectos y realizar juegos que refuercen el aprendizaje.

**Participación en la toma de decisiones de la escuela:** Aspire incluye a dos representantes de los padres en el Consejo Escolar (anteriormente Consejo de Asesoría Escolar) de cada escuela, al igual que la participación de los padres en el Comité de Contratación de Maestros de la escuela.

**Student & Family Celebrations**: STEAM Showcase, Humanities Exhibitions, Cultural & Arts Fairs, Fall & Spring Theatre Performances, and Academic Celebrations.

### POLÍTICA DE VISITAS

¡Los visitantes son siempre bienvenidos! **Todos los visitantes que ingresen en el predio de la escuela deben registrarse en la Oficina, identificarse e indicar la naturaleza de la visita, y obtener el pase como visitante.**

Se insta a los padres y tutores a visitar el establecimiento escolar y las aulas para observar y apoyar el trabajo de la escuela. Esto constituye uno de los medios esenciales de la relación de la escuela con los padres. Cada escuela tiene diferentes maneras de hacer participar a los padres y hacerlos sentir cómodos en la escuela, inclusive los sábados en la escuela, la participación en el Consejo Escolar (anteriormente Consejo de Asesoría Escolar), las oportunidades de voluntariado y los eventos particulares.

Todos los visitantes en un establecimiento escolar deben informar su llegada en la Oficina al entrar y recibir autorización para visitar el resto del establecimiento escolar. Es posible que un Director, o una persona que este designe, le pida a un visitante que abandone la escuela y que no regrese por un cierto tiempo si se determina que ha interferido con el buen orden o la conducta pacífica de la escuela. Además, no se permite el uso de artefactos electrónicos para reproducir o grabar en el aula sin el consentimiento previo del maestro y del Director de la escuela.

Las personas no autorizadas no podrán ingresar en los edificios de la escuela ni en el predio escolar. El Director de la escuela, o una persona que este designe, tiene la autoridad para tomar las medidas

pertinentes tendientes a impedir el ingreso de estas personas al edificio o que merodeen en el predio. Estas personas se someterán a acciones legales en su máxima expresión, inclusive, de forma no taxativa, lo prescrito en el Código de Educación, sección 32211.

## REGLAS PARA LOS VISITANTES

Todos los visitantes del campus deben tener el consentimiento y la aprobación del director o la persona que este designe. El permiso de visita debe otorgarse, si es posible, en el momento que se solicita o dentro de un plazo razonable después de la solicitud. Los niños que no están inscritos en la escuela no deben estar en el campus, a menos que se haya obtenido una aprobación previa del director.

Los visitantes no pueden interferir, interrumpir o causar un desorden sustancial en clases o actividades escolares, incluidos, entre otros, el almuerzo, el recreo o actividades posteriores al horario escolar.

Se espera que los visitantes:

a. cumplan con la política escolar establecida para solicitar una visita al aula;
b. completen un permiso de visitante al llegar al establecimiento;
c. entren y salgan del aula lo más silenciosamente posible;
d. no conversen con los alumnos, maestros o ayudantes de instrucción durante la visita;
e. no interfieran con ninguna actividad escolar;
f. sean razonables en la duración y frecuencia de las visitas al aula;
g. sigan los procedimientos establecidos por la escuela para reunirse con el maestro o el director después de la visita, si es necesario;
h. conozcan y cumplan las expectativas de comportamiento de toda la escuela y
i. devuelvan el permiso de visitante al lugar de origen antes de salir del campus.

Cualquier persona que perturbe un establecimiento escolar o no cumpla las reglas o procedimientos de la escuela está sujeta a ser retirada de la escuela y a posibles restricciones a futuras visitas al establecimiento.

## VOLUNTARIOS

Los voluntarios ayudan a enriquecer la educación de los alumnos y proporcionan una ayuda adicional a los maestros y al personal de la escuela. Los voluntarios suelen estar en el campus por más tiempo o con mayor cantidad de responsabilidades que los visitantes comunes. Debido a esto, existen requisitos adicionales para los voluntarios además de aquellos para los visitantes comunes. Los requisitos clave de los voluntarios se indican a continuación, pero por favor revise el manual de voluntarios para conocer todos los requisitos.

Los posibles voluntarios deben comunicarse con la escuela si pueden ofrecer tiempo o servicios para colaborar con cualquier parte del programa escolar. **Los voluntarios se asignan a maestros u otros miembros del personal que han solicitado asistencia de voluntarios. Las escuelas se reservan el derecho de asignar voluntarios a las aulas/actividades según corresponda y de rechazar los servicios de un voluntario en cualquier momento.** Todos los visitantes, incluidos los voluntarios, deben registrarse en la recepción de la escuela y recibir su credencial de "Visitante" como identificación. También deben registrarse a la salida, al abandonar el predio escolar. Estas medidas son para la seguridad de los niños y del personal, además de preservar al visitante en caso de una emergencia. Por la seguridad de todos los alumnos, todos los visitantes deben:

- Tener un análisis de tuberculosis con resultado negativo en su expediente en la oficina escolar, realizado dentro de los últimos cuatro años antes de comenzar a trabajar con alumnos.
- Tener una evaluación de antecedentes si su trabajo prevé que interactúe con alumnos en entornos sin supervisión. Los voluntarios sin supervisión que deben someterse a registro de sus huellas dactilares incluyen los siguientes: entrenadores, personal del programa de doble escolaridad, mentores de negocios, tutores y chaperones en los viajes de estudio (toda persona que trabaje con alumnos sin supervisión). Los resultados de la evaluación de antecedentes se consideran **confidenciales** y no se divulgarán a otros miembros del personal o a los padres.

*Conductores voluntarios*

- Cada conductor debe tener una licencia de conducir de California válida.
- Los conductores adultos o padres deben tener una "**Declaración de seguro por responsabilidad como conductor**" vigente en su expediente en la oficina escolar, con la siguiente cobertura mínima: $15,000 por persona, $30,000 por siniestro, $5,000 por daño a la propiedad (15 30 5).
- Los vehículos para transporte de niños deben estar en condiciones seguras y operativas. La cantidad de pasajeros en el vehículo no debe superar la cantidad de cinturones de seguridad. Los vehículos con bolsas de aire laterales para los pasajeros **no pueden** llevar a un alumno en ese lugar.
- Los niños que pesan menos de 40 libras deben ir en un asiento de seguridad para vehículo con cinturón de seguridad.
- Los conductores deben tener registros de conducción impecables. Los conductores que hayan sido condenados a una pena por delito menor o conducción en estado de ebriedad no podrán obtener autorización para trasladar alumnos. Los conductores que hayan sido citados por más de una infracción de tránsito en el último año no podrán obtener autorización para trasladar alumnos.
- El programa de patrocinio pagará los peajes de los puentes y las entradas. No se pagará kilometraje a los padres.

## DERECHOS Y RESPONSABILIDADES DE LAS FAMILIAS

### NOTIFICACIÓN DE INFORMACIÓN DEL DIRECTORIO

Conforme FERPA, Aspire debe obtener el consentimiento por escrito de los padres o de los estudiantes elegibles antes de la divulgación de información proveniente de los registros de los estudiantes que los identifiquen personalmente.

Sin embargo, Aspire puede divulgar la "información del directorio" (como se define a continuación) sin consentimiento previo por escrito, a menos que un padre o estudiante elegible haya notificado a Aspire que no desea que se divulgue dicha "información del directorio". Se debe notificar a todos los padres y estudiantes elegibles sobre qué información constituye "información del directorio", se les debe informar que pueden optar por excluirse voluntariamente de la divulgación de esta información sobre su estudiante (o sobre sí mismo, si es mayor de 18 años) y estos deben proporcionar a Aspire su decisión de optar por excluirse de la divulgación de la información dentro de un período de tiempo razonable a partir del momento en que se les proporcionó el aviso de "información del directorio". Al comienzo de cada año escolar, los padres y estudiantes elegibles recibirán este aviso de "información del directorio" y se les proporcionará un período de tiempo razonable para que informen si desean excluirse voluntariamente de la divulgación de dicha información.

La información del directorio, si se divulga, generalmente no se considera perjudicial o una invasión de la privacidad. Aspire define la información del directorio como:

- Nombre completo del estudiante
- Grado en el que está inscrito
- Títulos, honores y premios recibidos
- Participación en clubes
- Participación deportiva, incluida la altura y/o el peso del atleta

El propósito principal de la información del directorio es permitir que Aspire incluya información sobre los estudiantes en ciertas publicaciones escolares, como, entre otras, las siguientes:

- Anuarios
- Programas de graduación
- Cuadros de honor y otros premios/listas de reconocimiento
- Anuncios de actividades del club
- Listas de actividades deportivas, que pueden incluir la altura y el peso de los atletas

Además, las leyes federales les exigen a las Aspire Public Schools, puesto que recibimos asistencia en virtud de la Ley de Educación Primaria y Secundaria de 1965 (ESEA), que proporcionen a los reclutadores militares, ante su solicitud, tres categorías de información del directorio (nombres, direcciones y teléfonos), a menos que los padres o los estudiantes elegibles les hayan indicado a Aspire que no desean que se divulgue esta información sin su consentimiento escrito previo.

Si no desea que Aspire divulgue parte de la información del directorio o ninguna información, como se define arriba, de los registros educativos de su hijo (o de sus registros educativos, si tiene 18 años o más) sin su consentimiento previo por escrito, debe notificar a Aspire por escrito. Aspire proporciona un formulario de "Exclusión voluntaria" al comienzo de cada año escolar, como parte de su Notificación anual de información del directorio/FERPA. Puede usar este formulario o puede enviar otra notificación por escrito dentro de un período de tiempo razonable a partir de la fecha en que le informaron de lo que se incluye como "información del directorio".

## POLÍTICA DE NO DISCRIMINACIÓN Y TÍTULO IX

Aspire Public Schools está comprometida con la igualdad de oportunidades para todos los individuos en la educación. Las Aspire Public Schools (APS) no discriminan a los alumnos por discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, orientación sexual ni ninguna otra característica cubierta por la definición de delitos xenófobos que estipula la Sección 422.55 del Código Penal.

Aspire respetará los procedimientos universales de reclamo al responder a reclamos que aleguen discriminación ilegal por motivos de edad, sexo, orientación sexual, género, identificación con un grupo étnico, raza, descendencia, nacionalidad, religión, color o discapacidad mental o física en cualquier programa o actividad que reciba o utilice asistencia financiera del estado.

Los alumnos, padres, tutores o cualquier persona que desee formular una pregunta o plantear una inquietud acerca de la “Política sobre hostigamiento y discriminación” de Aspire debe ponerse en contacto con el director de la escuela. Aspire recomienda que las familias se comuniquen con sus escuelas cuando tengan inquietudes.

Los padres que deseen presentar un reclamo por discriminación u hostigamiento deben completar el formulario universal de "Solicitud de investigación de reclamo” de Aspire (que se encuentra al final de este manual) , y deben comunicarse con el Director de la escuela o con su Gerente regional de servicios estudiantiles. Más adelante en el manual se detalla más información acerca de los procedimientos universales de reclamo de Aspire.

## POLÍTICA SOBRE PRIVACIDAD DE LOS DATOS DE LOS ALUMNOS DE ASPIRE

Aspire está comprometida a proteger la privacidad de los datos de nuestros alumnos. Como organización, creemos que los datos son una poderosa herramienta y utilizamos los datos ampliamente para monitorear y mejorar los resultados de nuestros alumnos. Reconocemos que existen riesgos relacionados con la recolección y el uso de estos datos y, para poder proteger la privacidad de nuestros alumnos, hemos implementado las siguientes políticas:

- Aspire limita la recolección, el uso y el intercambio de datos de alumnos a aquellos datos puntuales que sean exigidos por la ley o que resulten útiles para mejorar los resultados del alumno.
- Los datos de los alumnos solo se pondrán a disposición de aquellas partes que tengan una necesidad inmediata y legítima de acceder a los datos.
- Aspire garantiza que tanto nuestros sistemas internos como los sistemas de nuestros proveedores utilizan las protecciones tecnológicas pertinentes para preservar los datos de los alumnos y están legalmente obligados a impedir el uso de los datos de los alumnos para fines de marketing o ventas.
- Cuando Aspire finaliza su relación con un proveedor de datos de alumnos, nos aseguramos de que los datos sean eliminados de sus sistemas.
- Acatamos todas las leyes y reglamentaciones estatales y federales sobre datos de los alumnos, entre ellas:

- Ley de Derechos de la Familia sobre la Educación y Privacidad (FERPA)
- Enmienda de Protección de los Derechos de los Alumnos (PPRA)
- Ley de Protección de la Privacidad en Línea de los Niños de EE. UU. (COPPA)

Si desea más información acerca de las políticas que rigen los datos de los alumnos, comuníquese con la Oficina central de Aspire al 510-434-5000.

## LEY DE DERECHOS DE LA FAMILIA SOBRE LA EDUCACIÓN Y PRIVACIDAD

La Ley de Derechos de la Familia sobre la Educación y Privacidad (FERPA) les confiere a los padres y alumnos mayores de 18 años ("estudiantes elegibles") ciertos derechos en relación con los registros educativos del alumno. Estos derechos incluyen los siguientes:

1. **El derecho de inspeccionar y revisar** los registros educativos del alumno dentro de los 45 días a partir del día en que la escuela reciba una solicitud de acceso. Los padres o alumnos elegibles deben presentarle al Director de la escuela una solicitud por escrito que identifique el registro que desean inspeccionar. El Director de la escuela deberá coordinar el acceso y notificar a los padres o al estudiante elegible la fecha y el lugar en que podrán proceder a inspeccionar los registros.

2. **El derecho a solicitar una enmienda** del registro educativo del alumno en la información que los padres o el estudiante elegible consideren que son inexactos. Los padres o alumnos elegibles podrán solicitar a la escuela que enmiende un registro que consideren que es inexacto. Deben escribirle al Director de la escuela para identificar claramente la parte del registro que desean modificar, y especificar por qué se considera inexacto. Si la escuela decide no enmendar el registro que los padres o el estudiante elegible han solicitado enmendar, la escuela les notificará a los padres o al estudiante elegible la decisión y les recordará su derecho a una audiencia ante el Director de servicios estudiantiles de Aspire en relación con la solicitud de enmienda. Se entregará información adicional sobre los procedimientos de las audiencias a los padres o alumnos elegibles al notificárseles el derecho a audiencia.

3. **El derecho a proporcionar consentimiento** para la divulgación de información del registro educativo del alumno que identifica a la persona, excepto en la medida en que la ley FERPA autorice la divulgación sin consentimiento. Una excepción, que permite la divulgación sin consentimiento, es la divulgación a funcionarios escolares con intereses educativos legítimos. Un funcionario escolar es una persona empleada de la escuela que obra como administrador, supervisor, instructor o miembro del personal de apoyo (inclusive el personal médico o de salud y el personal de la unidad legal); una persona que se desempeña en la Junta directiva de Aspire; una persona o empresa con quien la escuela mantiene un contrato para ejecutar una tarea particular (como un abogado, auditor, consultor médico o terapeuta); o un padre o alumno que se desempeña en un comité oficial, como un comité de resolución de quejas o comité disciplinario, o que asiste a otro funcionario escolar en sus tareas. Se considera que los funcionarios escolares tienen un interés educativo legítimo si necesitan revisar el registro educativo para cumplir con su responsabilidad profesional.

   A pedido, la escuela divulgará los registros educativos sin consentimiento a funcionarios de otro distrito escolar en el cual el alumno desee o pretenda inscribirse. Los registros del alumno se divulgarán a otro distrito escolar donde el alumno se haya inscrito o pretenda inscribirse, a pedido de un funcionario de tal distrito. Al momento de la transferencia de los registros, alguno de los padres/tutores, custodios o alumno mayor de edad podrá recibir una copia de los registros a su cargo ($0.25 por página), si así lo requiere, y tendrá la posibilidad de cuestionar los contenidos de los registros.

4. **El derecho a presentar un reclamo** ante el Departamento de Educación de los Estados Unidos en relación con supuestos incumplimientos por parte del Distrito escolar de los requisitos de la ley FERPA. El nombre y la dirección de la Oficina que administra la aplicación de la ley FERPA son los siguientes:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5901

## DECLARACIÓN DE DERECHOS CIVILES DE LA USDA

De conformidad con la ley federal de derechos civiles y con las políticas y normas sobre derechos civiles del Departamento de Agricultura de Estados Unidos (USDA), la USDA, sus agencias, oficinas y empleados, junto con las instituciones que participan o administran los programas de la USDA no pueden discriminar por motivos de raza, color, nacionalidad, sexo, discapacidad, edad o represalias por actividad de derechos civiles anterior en ningún programa o actividad dirigida o financiada por la USDA.

Las personas con discapacidad que requieran medios alternativos de comunicación para recibir la información del programa (por ejemplo, Braille, letra grande, audios, lenguaje de señas, etc.), deben comunicarse con la Agencia (estatal o local) donde solicitaron los beneficios. Las personas sordas, con dificultades auditivas o con discapacidad del habla pueden comunicarse con la USDA a través del servicio federal de intermediación al (800) 877-8339. Además, es posible que la información del programa esté a disposición en otros idiomas aparte del inglés.

Para presentar un reclamo de discriminación sobre el programa, complete el Formulario de reclamo de USDA sobre discriminación en el programa, (AD-3027) que se encuentra en Internet en: http://www.ascr.usda.gov/complaint_filing_cust.html, o se puede solicitar en todas las oficinas de la USDA, o bien, escriba una carta dirigida a la USDA incluyendo en ella todos los datos que el formulario solicita. Para solicitar una copia del formulario de reclamos, llame al (866) 632-9992. Entregue su formulario completo o carta al Departamento de Agricultura por:

(1) correo postal: 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; o

(3) correo electrónico: program.intake@usda.gov.

Esta institución ofrece igualdad de oportunidades.

## NOTIFICACIÓN DE LA LEY QUE NINGÚN NIÑO SE QUEDE ATRÁS

La ley federal le confiere a usted el derecho de solicitar información específica sobre las calificaciones de los maestros. Además, la ley *Que Ningún Niño se Quede Atrás (*NCLB) hace hincapié en el derecho de los padres a conocer las calificaciones profesionales de los maestros de clase de sus hijos. Los padres tienen derecho a solicitar la siguiente información acerca del personal de enseñanza que trabaja con sus hijos:

(1) ¿El maestro cumple con la certificación estatal para los grados y las materias que enseña?

(2) ¿El maestro trabaja con un certificado provisorio o de emergencia?

(3) ¿Cuál es el título de licenciatura que obtuvo el maestro? ¿Qué diplomaturas o certificaciones tiene?

(4) ¿Qué calificaciones tienen los paraeducadores que trabajan con el niño?

Las Aspire Public Schools están comprometidas con la provisión de una enseñanza de calidad para todos los alumnos. Y lo hace empleado a las personas más calificadas para que enseñen y apoyen a cada alumno en las aulas. Si desea recibir algún dato de la información que se menciona más arriba, comuníquese con el Departamento de recursos humanos de Aspire al 510-434-5000.

## NOTIFICACIÓN DE ASAMBLEAS PÚBLICAS

La comunidad está invitada a asistir a las asambleas públicas de Aspire Public Schools. Si solicita alguna adaptación razonable para facilitarle la asistencia o la participación, comuníquese con la Oficina central de Aspire al 510-434-5000, 48 horas antes de la reunión.

## PROCEDIMIENTO GENERAL PARA LA COMUNICACIÓN DE INQUIETUDES DE LOS PADRES Y LA COMUNIDAD

Si tiene inquietudes sobre una escuela, por favor consulte a continuación el Procedimiento para la comunicación de inquietudes de padres que debe seguir para su establecimiento.

Las Aspire Public Schools animan a los estudiantes, padres y al personal a compartir sus inquietudes y reclamos a través de reuniones informales con el maestro correspondiente, el director u otros miembros del personal escolar.

Las inquietudes deben plantearse lo antes posible para facilitar su pronta resolución en el nivel administrativo más bajo posible.

Paso 1: Reunión o conversación con el miembro del personal específico
Paso 2: Reunión o conversación con el supervisor de la persona (si corresponde)
Paso 3: Reunión o conversación telefónica con el Directora: Sr. Joel Ramirez (323)277-2901
Paso 4: Reunión o conversación con el Inspector del área o el Superintendente adjunto

----- Información de contacto disponible en la oficina de la escuela -----

Si una reunión informal acerca de una inquietud no es suficiente para alcanzar un resultado que sea satisfactorio para el miembro del personal, el estudiante o los padres, estos últimos puede iniciar el proceso formal presentando un reclamo por escrito. El formulario está disponible al final de este manual. Incluso después de iniciar el proceso formal de reclamo, se anima a los estudiantes y a los padres a buscar una solución informal a sus inquietudes. Aquellos estudiantes o padres cuyas inquietudes se resuelvan pueden retirar el reclamo formal en cualquier momento.

## FORMULARIO DE DOCUMENTACIÓN DE INQUIETUDES DE LA FAMILIA

**Nombre** _____

**Nombre del alumno** _____

**Dirección** _____

**Teléfono** _____ **(día)** _____ **(noche)**

**Establecimiento scolar**_____

**Descripción del reclamo:**

_____
_____
_____
_____
_____
_____
_____
_____

**¿Qué resarcimiento o medida sugiere?**

_____
_____
_____
_____

Firma_____

Fecha_____

**Envíelo por correo, fax o entréguelo en su establecimiento escolar u Oficina regional.**

| | |
|---|---|
| 2540 East 58th Street, Huntington Park, CA 90255 | 5901 East Slauson Ave, Commerce, CA 90040 |
| Telphone: (323)277-2901 Fax:(323)587-3978 | Office (323) 837-9920 Fax (323) 837-9921 |

Fecha de recepción por Aspire School o la Oficina Regional:_____

## POLÍTICA Y PROCEDIMIENTOS UNIVERSALES PARA RECLAMOS

La Junta directiva de Aspire Public Schools ("Aspire") reconoce que Aspire es responsable de cumplir con las leyes y normas estatales y federales pertinentes que rigen los programas educativos. Hemos establecido Procedimientos universales de reclamo (UCP) para tratar las acusaciones de discriminación, hostigamiento, intimidación y agresión ilegales; los reclamos que aleguen infracción de las leyes estatales o federales que rigen los programas educativos; el cobro de cuotas ilícitas a los alumnos y el incumplimiento de nuestro Plan local de control y responsabilidad (LCAP). Los UCP se utilizarán en cualquier programa o actividad llevada a cabo por Aspire, que reciba asistencia financiera directa del Estado o que se beneficie de esta.

Esta sección contiene reglas e instrucciones sobre la presentación, investigación y resolución de un reclamo amparado por los UCP.

Un reclamo amparado por los UCP es una declaración escrita y firmada por un reclamante que alega la infracción de leyes o normas federales o estatales, que puede incluir una acusación de discriminación, hostigamiento, intimidación o agresión ilegales; el cobro de cuotas ilícitas a los alumnos por participar en una actividad educativa o el incumplimiento de los requisitos de nuestro LCAP. Un reclamante es cualquier persona, incluido el representante debidamente autorizado de una persona o un tercero interesado, una agencia pública o una organización que presenta un reclamo por escrito alegando cualquiera de las razones de reclamo de los UCP mencionadas anteriormente. Si el reclamante no puede efectuar el reclamo por escrito, debido a discapacidad o analfabetismo, lo asistiremos en la presentación del reclamo.

Aspire seguirá los UCP para todas las acusaciones de discriminación, hostigamiento, intimidación o agresión ilegales de cualquier grupo protegido, como se define en las secciones 200 y 220 del Código de Educación y en la sección 11135 del Código de Gobierno. Las causas de dichas ofensas incluyen todas las características reales o percibidas establecidas en la sección 422.55 del Código Penal o la asociación del afectado con una persona o un grupo que tenga una o más de estas características. Esta lista podrá actualizarse cuando lo requiera la ley.

Los UCP también se usarán cuando se presenten reclamos por incumplimiento de las leyes estatales o federales en: la educación y la seguridad extracurriculares, la nutrición infantil, la ayuda categórica consolidada, la provisión de cursos sin contenido educativo, la educación de los alumnos que estén bajo custodia tutelar y los alumnos sin hogar, la Ley Cada Estudiante tiene Éxito o la Ley Que Ningún Niño se Quede Atrás, el Plan local de control y responsabilidad (LCAP), la educación para inmigrantes, las cuotas impuestas a los alumnos [1,2], las adaptaciones razonables para alumnas lactantes, los planes de seguridad escolar y la educación especial. Esta lista podrá actualizarse cuando lo requiera la ley.

Los reclamos *distintos* de los relacionados con las cuotas impuestas a los alumnos deben presentarse por escrito ante las siguientes personas designadas para recibir reclamos:

Uniform Complaint Officer
c/o Regional Director of Student Services
5901 East Slauson Ave, Commerce, CA 90040
Office (323) 837-9920 Fax (323) 837-9921

Cualquier reclamo relacionado con las cuotas impuestas a los alumnos deberá presentarse ante el director de una escuela.

[1] Las cuotas impuestas a los alumnos incluyen, entre otros, cualquiera de los siguientes casos:

1. Una cuota que se cobra a un alumno como condición para inscribirse en la escuela o las clases, o para participar en una clase o actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria, o es para obtener créditos.

2. Un depósito de garantía u otro tipo de pago que se exige a un alumno para obtener un candado, un casillero, un libro, un aparato para la clase, un instrumento musical, ropa u otros materiales o equipos.
3. Una compra que se exige a un alumno para obtener materiales, suministros, ropa o equipos asociados con una actividad educativa.

[2] Un reclamo sobre cuotas impuestas a los alumnos se deberá presentar antes de que transcurra un año desde la fecha en que ocurrió la presunta infracción.

## GARANTÍAS

La Junta reconoce y respeta el derecho de cada persona a la privacidad. Los reclamos de discriminación se investigarán de manera tal que se proteja la confidencialidad de las partes y de los hechos. Esto incluye preservar la confidencialidad de la identidad del reclamante, salvo cuando su divulgación sea necesaria para llevar a cabo la investigación o los procesos pertinentes, según lo determine el Gerente general, o a quien este designe, en cada caso puntual.

Los reclamos relacionados con las cuotas impuestas a los alumnos o con el LCAP se pueden presentar en forma anónima si el reclamante proporciona pruebas o datos que sustenten el reclamo.
El CEO, o la persona a quien este designe, deberá garantizar que los empleados asignados a la investigación de reclamos tengan el conocimiento necesario de las leyes y programas de los cuales son responsables. Esos empleados pueden tener acceso a asesoramiento legal según lo determine el CEO o la persona a quien este designe.

La Junta prohíbe las represalias de cualquier índole por la participación en procedimientos de reclamo, inclusive, de forma no taxativa, la presentación de un reclamo o la denuncia de instancias de discriminación. Dicha participación no podrá afectar de manera alguna el estado, las calificaciones o la asignación de trabajos del reclamante.

La Junta reconoce que un mediador neutral puede, con frecuencia, sugerir un compromiso que sea aceptable para ambas partes de la disputa. De conformidad con los procedimientos universales de reclamo, siempre que todas las partes de un reclamo estén de acuerdo en intentar resolver el problema con mediación, el CEO, o la persona a quien este designe, deberá iniciar el proceso de mediación. El CEO, o la persona a quien este designe, debe garantizar que los resultados de la mediación sean coherentes con las leyes y normas estatales y federales.

Esta política se distribuirá anualmente entre los alumnos, empleados, padres o tutores de los alumnos, los comités asesores de la escuela y del distrito, y entre las demás partes interesadas.

Aspire designa a su CAO/CSO como los funcionarios de cumplimiento. Los funcionarios de cumplimiento recibirá e investigará los reclamos y se asegurará de que la ley se cumpla. El CAO/CSO podrá designar a una persona para que lleve a cabo la investigación.

## PROCEDIMIENTOS DEL PROCESO UNIVERSAL DE RECLAMOS

Se presentará un reclamo por escrito mediante el formulario de Reclamo comunitario de Aspire y el reclamo se iniciará a más tardar seis (6) meses a partir de la fecha en que se produjo la supuesta discriminación o cuando el reclamante tuvo conocimiento por primera vez de los hechos de la supuesta discriminación, a menos que el CEO, o la persona a quien este designe, concedan una prórroga.

Dentro de los cinco (5) días a partir de la recepción del reclamo, el funcionario de cumplimiento, o la persona a quien este designe, deberá discutir informalmente con el reclamante la posibilidad de utilizar una instancia de mediación no vinculante y, si la mediación informal no resuelve el problema dentro de los parámetros de la ley, el funcionario de cumplimiento, o la persona a quien este designe, deberá proceder con su investigación del reclamo.

## INVESTIGACIÓN DE RECLAMOS

El funcionario de cumplimiento, o la persona a quien este designe, deberá realizar una reunión de investigación dentro de los diez (10) días a partir de la recepción del reclamo o de un intento infructuoso de mediación informal sobre el reclamo. La reunión de investigación brindará la oportunidad para que el reclamante, o su representante, repita oralmente el reclamo. El reclamante, o su representante, tendrá la

posibilidad de presentar información relevante para el reclamo. Las partes del reclamo podrán debatir sobre el reclamo y cuestionarse entre sí y a los testigos de la otra parte.

## RESPUESTA/RESOLUCIÓN

La investigación deberá estar completa y resuelta, con el pronunciamiento de la decisión dentro de los sesenta (60) días a partir de la recepción de la solicitud de intervención directa o de la solicitud de apelación, a menos que el reclamante acuerde por escrito una prórroga. El funcionario del reclamo, o la persona a quien este designe, deberá preparar y enviarle al reclamante un informe escrito que detalle la investigación y la decisión. El informe escrito deberá contener: Los hallazgos y la disposición del reclamo; las medidas correctivas (de haberlas); los fundamentos de tal disposición y los procedimientos para iniciar una apelación ante la Oficina de servicios estudiantiles de Aspire. El CAO/CSO o la persona que este designe realizará una investigación adicional y preparará y le enviará al reclamante un informe escrito que detalle la investigación y la decisión. El informe escrito del CAO/CSO deberá contener los hallazgos y la disposición de la queja, las medidas correctivas (si las hay), los fundamentos para tal disposición y los procedimientos para iniciar una apelación, que son los siguientes:

1. Notifique al Inspector del área por escrito la decisión de apelar dentro de los quince (15) días posteriores a la recepción del informe escrito
2. Presente una carta al Departamento de Educación de California (CDE) junto con la queja presentada originalmente y una copia de la decisión de Aspire, dirigida a CA Department of Education, 1430 N Street., Sacramento, CA 95814. Además, la información específica del departamento se puede encontrar aquí: https://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp
3. La apelación al CDE debe especificar el motivo de la apelación y si los hechos de Aspire son incorrectos y/o si la ley se ha aplicado de manera incorrecta.

## MEDIACIÓN

Nada de lo expuesto en este documento prohíbe a las personas involucradas en el reclamo utilizar métodos alternativos para resolver las acusaciones, tales como la mediación. Tampoco se nos prohíbe resolver reclamos antes de su presentación formal por escrito. La mediación es una actividad de resolución de problemas mediante la cual un tercero ayuda a las partes en la disputa a resolver el reclamo.

## RESARCIMIENTOS SEGÚN LA LEY CIVIL

Ningún punto de la presente política le impide a un reclamante la procura de resarcimientos disponibles en el marco de la ley civil externos a los procedimientos de reclamo de Aspire. Estos resarcimientos pueden incluir centros de mediación, abogados de intereses públicos o privados, medidas cautelares, órdenes de restricción, etc. En el caso de reclamos por discriminación en California, no obstante, los reclamantes deben esperar que hayan pasado los sesenta (60) días de la presentación de una apelación ante el Departamento de Educación de California antes de procurar resarcimientos según la ley civil. La moratoria no rige para las medidas cautelares y se aplica solamente si Aspire le ha ratificado al reclamante, apropiadamente y en tiempo y forma, el derecho de presentar un reclamo.

## FORMULARIO DE PROCEDIMIENTOS UNIVERSALES DE RECLAMO

Apellido _____ Nombre_____
Nombre del alumno (si corresponde) _____ Grado____
Dirección_____ Apto. #_____
Ciudad_____ Estado_____ Código postal_____
Teléfono residencial_____ Teléfono celular_____
Teléfono del trabajo_____
Dirección de correo electrónico_____

Fecha de la presunta infracción_____
Escuela/oficina de la presunta infracción _____

En el caso de acusaciones de incumplimiento, por favor marque el programa o la actividad a la que se refiere en su reclamo, si corresponde:

☐Nutrición infantil
☐ Niños en custodia tutelar/sin hogar
☐ Planes de seguridad escolar
☐ Ley Que Ningún Niño se Quede Atrás
☐ Ayuda categórica consolidada
☐ Cuotas impuestas a los alumnos para actividades educativas
☐ Plan local de control y responsabilidad
☐ Ley Cada Estudiante Tiene Éxito
☐ Educación especial
☐ Educación y seguridad extracurriculares
☐ Minutos de instrucción de educación física
☐ Educación para inmigrantes

☐ Cursos sin contenido educativo/cursos previamente completados que son suficientes para la educación superior y la obtención de un diploma/Educación posterior a la educación secundaria

En el caso de reclamos de discriminación, hostigamiento, intimidación o agresión (de empleado a estudiante, de estudiante a estudiante y de tercero a estudiante), marque en cuáles características reales o percibidas protegidas se basó la presunta conducta:

☐ Sexo ☐ Orientación sexual ☐ Género ☐ Identidad de género ☐ Expresión de género ☐ Descendencia
☐ Identificación con un grupo étnico ☐ Raza u origen étnico ☐ Religión ☐ Nacionalidad ☐ Origen nacional ☐ Edad
☐ Color ☐ Discapacidad mental o física ☐ Situación migratoria ☐ Alumna lactante
☐ Asociación con una persona o un grupo con una o más de las categorías reales o percibidas descritas anteriormente

***En el caso de reclamos de intimidación que no se basen en las características protegidas antes mencionadas y otros reclamos no incluidos en este formulario, comuníquese con el Director de la escuela, la Oficina regional o el Inspector de área.***

Información de contacto de la Oficina regional:

☐ Bay Area (EPA, Oakland, Richmond): 510.434.5000
☐ Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903
☐ Los Angeles: 323.837.9920

Si se ha comunicado con su escuela y con la Oficina regional y todavía necesita asistencia, recomendaciones o recursos, póngase en contacto con el Departamento de Servicios Estudiantiles de la Oficina Central al 510.434.5000

1. Por favor, describa los hechos de su reclamo. Proporcione detalles como los nombres de los involucrados, las fechas, si hubo testigos, etc., que puedan ser útiles para el investigador de reclamos.

_____
_____
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_____
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_____

2. ¿Ha intentado hablar sobre su reclamo con algún miembro del personal de Aspire Public Schools? Si es así, ¿con quién lo hizo y cuál fue el resultado?

_____
_____
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_____
_____
_____
_____
_____
_____

3. Proporcione copias de cualquier documento escrito que pueda ser relevante o respaldar su reclamo.

He adjuntado documentos de respaldo. Sí___ No___

Firma_____

Fecha_____

**Envíelo por correo, fax o entréguelo en su establecimiento escolar u Oficina regional.**

Uniform Complaint Officer
c/o Regional Director of Student Services
5901 East Slauson Ave, Commerce, CA 90040
Office (323) 837-9920 Fax (323) 837-9921

## FORMULARIO DE ACUSE DE RECIBO DEL MANUAL PARA EL ALUMNO Y SU FAMILIA

Nuestras firmas a continuación indican que hemos recibido, leído, comprendido y que aceptamos las siguientes políticas y pautas descritas en el Manual para la familia del alumno 2018-2019.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| Nombre del alumno (letra de imprenta) | Grado | Fecha |
| _____ | _____ | _____ |
| Nombre del alumno (letra de imprenta) | Grado | Fecha |
| _____ | _____ | _____ |
| Nombre del alumno (letra de imprenta) | Grado | Fecha |
| _____ | _____ | _____ |
| Nombre del alumno (letra de imprenta) | Grado | Fecha |

_____ _____
Firma del padre o tutor Fecha

# Appendix XXII:
# The Charter Schools' LCAP

**LCAP Year** (select from 2017-18, 2018-19, 2019-20)

2018-2019

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Aspire Ollin University Academy | Joel Ramirez | Joel.Ramirez@aspirepublicschools.org<br>**323 277-2901** |

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Aspire Ollin University Preparatory Academy (OUP) is a public charter school which opened in the fall of 2006 as a partnership of Aspire Public Schools, a leading non-profit public charter school organization in California. Aspire Ollin was founded in 2006 in response to the achievement gap that exists for low-income and historically marginalized youth in the Huntington Park area.

The school known as Aspire Centennial College Preparatory Academy when the charter was first authorized and served grades 6th through 8th. In 2013, the school was renamed and relocated to a new building. The school also began its transition to a full secondary during this relocation to fulfill the charter. Currently, we serve grades 6th-12th and will be graduating our second 12th grade class in June 2018. In the fall of 2017, we fully actuated our charter and became a 6-12 secondary school. We are an early college high school and work with East Los Angeles Community College and Alliant University to provide our students with college course opportunities while still attending our school.

We currently serve about 600 students and their families. Aspire Ollin University Preparatory Academy serves predominately low-socioeconomic Latino population. Currently, 79% of families report that Spanish is their primary language. Our school is comprised of primarily immigrant, 1st generation, and some 2nd generation families. Most of whom reside in Huntington Park and the surrounding South and Southeast Los Angeles areas.

As members of Aspire Public Schools we strive to prepare students to earn a college degree. We work relentlessly to create a school that equitably supports that vision. We also uphold our own school vision that is to create caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

We believe that with our vision, we can create a school that empowers underrepresented communities and begins to bring light to the genius that lies in Huntington Park and its surrounding neighborhoods.

# LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Based on multiple data points i.e. the 5 by 5 from the state, Aspire assessments, and WASC, as well as stakeholder input, we have determined that these are the goals moving forward for the academic year 2018-19.

1. Utilize and embody Aspire Ollin school wide ESLR's that measure student academic behaviors and achievement that highlight the 21st Century College and Career Readiness skills.
2. Utilize school-wide instructional practices that are aligned to CCSS and research-based practices to increase student mastery in grades 6, 7, 8 and 11 as measured by the SBAC.
3. Implement school wide ELD strategies, with the specific use of language objectives in every academic context. EL students participate in designated classes to increase achievement and reclassification status. Additionally these courses will improve SBAC ELA and Math, ACT scores, GPA and proficiency in English.
4. Implement school-wide strategies and programs that increase College Readiness and college persistence rates of Ollin graduates by tracking GPA, ACT, AP passage rate, ECHS course enrollment, A-G completion and SBAC performance. This has been a component of advisory and the college counselling program at Ollin.
5. Implemented a new science sequence that is aligned to NGSS that prepare students for proficiency on the state administered NGSS exam in 6$^{th}$, 7$^{th}$, 8$^{th}$, and 11th. Additionally all 12 grade students will participate in the California Science Test in this pilot year.
6.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Aspire Ollin University Prep has made progress in the following areas based on last year's LCAP goals:

1. Increases in Math on SBAC, resulting in 37% Met/Exceeded Standards
2. Increases in ELA on SBAC, resulting in 62% Met/Exceeded Standards
3. Increases in ACT average score, from 15 to 17 composite scores.
4. EL Reclassification Rate 14.3%
5. 98% Graduation Rate, Class of 2017 (First Graduating Class)
6. Increased number of students participating in AP classes, passing and taking AP exams.

7. 2016-17 – Two Finalist Teams & 1 Semi-Finalist Team CIF

8. Full Membership in CIF

9. 2017-18 - Two Finalist Teams & 1 Semi-Finalist Team, 1 City Championship, State Play-Off Participant

10. SRLA 15

11. Increased social capital experiences with fieldtrips to theatres, participation in Inner City Arts, attending symphonies, and other fine arts experiences.

12. August Wilson Monologue Competition & Shakespeare Competition

13. Increased participation in STEAM activities: LA Water Works, Femineers, STEAM Showcase,

14. Implementation of ELD program in Middle School and High School

15. Support programs: Mentorship- "We Are!" Program, Off-Site Mentoring, Psycho-Socio Small Groups, Challenge Day Workshops

16. LACOE-Facilitated EL Education & Professional Development for all Instructional Staff

17. UCLA LASIN Network Partnership

18. UCLA Bruin Corps Partnership

19. Chicas Rockeras Summer Program

20. Piloted implementation of Language Objectives

21. Student Poll-Worker Program

22. Senior Service Week-Community Service

23. Launched CBI Program

24. Wellness Fair

25. Restorative Practices

26. Planned Parenthood

27. Math Field Day

28. Career Day

29. Women's Retreat

30. Whole-Staff Project-Based Learning Training by Buck Institute

31. TM Program

32. Developed ESLR Parent/Visitor Walk-Throughs

33. College Readiness for Parents/Families

34. Summer Internship Program

35. College Partnership/Opportunities: Whittier College Application Waivers

36. Cash-For-College Workshop

37. College Summit Program- Counselors

38. Continued participation in Off-Site Professional Development

39. 1st In-School Scholarship Program: James Wilcox Scholarship

40. Student Drama Productions: Anna & the Tropics, Blu, 12 Angry Jurors, 12 Knights

41. Reduced number of drug-related incidences

42. 67.3% AP Exam Passage Rate

43. Decrease Truancy Rate

44. 100/FAFSA & Dream Act Participation

45. Pilot Alumni tracking and support (increased)

46. SSC Meetings include college information and planning

47. Increased opportunities for Family Engagement with 2 rounds of Exhibitions, School-wide STEAM Showcase-LA2050, ELAC Events & Awards, Promotion & Graduation Banquets, etc.

48. After-School Program continues Academic's Day Program with readtheory, tutoring, and enrichment

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

1. SBAC Subgroups: SPED, EL, & ELD-Did not meet minimum scores for SBAC
2. Overall Increase Math Performance, in every grades
3. Increase AP Passage Rate for all AP Exams
4. Increase Median ACT Score to College Ready Score "21+"
5. Increase UC Eligibility Number of Students

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

SBAC Subgroups: SPED, ELL's -Did not meet minimum scores for SBAC.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

1. More Professional Development Opportunities for Teachers, in particular, new staff to Ollin; Students with IEPs and English-Language Learners.
2. Increased Sped supports, in particular, for students with trauma and severe emotional needs.
3. Continue offering Saturday School for ELL's and possible SPED in fall of 2019.
4. Re-design of student cohorts to increase socio-emotional & academic growth.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
| --- | --- |
| Total General Fund Budget Expenditures For LCAP Year | $ 8,136,000 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | $5,700,000 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The primary general fund budget expenditures not included in the LCAP include core facility expenses (rent, utilities, insurance, etc), food service expenses, depreciation and other core administrative overhead costs like authorizer fees and fees paid to the CMO

| DESCRIPTION | AMOUNT |
| --- | --- |
| Total Projected LCFF Revenues for LCAP Year | $ 6,775,000 |

# Annual Update

### LCAP Year Reviewed: 2017-2018

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 1

Increase student academic achievement as guided by the Expected School-Wide Learning Results (ELSRs) which highlight 21st Century College and Career Readiness skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,7,8

Local Priorities: NA

## Annual Measureable Outcomes

Expected

**Maintain a green or blue performance level in ELA on the SBAC for all the subgroup as measure by the CA dashboard**

**2017-2018 Targets:**

**School-wide: Green**

**EL: Green**

**SED: Green**

SPED: Insignificant Subgroup

Actual

This report shows the performance levels for a single state indicator, English Language Arts Assessment, compares to prior years (change) for each state indicator. Status and change each have five possible level the underlined student groups for more detailed information.

| | Student Performance | Number of Students |
|---|---|---|
| All Students | | 124 |
| English Learners | | 42 |
| Foster Youth | | 1 |
| Homeless | | 0 |
| Socioeconomically Disadvantaged | | 120 |
| Students with Disabilities | | 15 |
| African American | | 0 |
| American Indian | | 0 |
| Asian | | 0 |
| Filipino | | 0 |
| Hispanic | | 124 |

| | |
|---|---|
| **Maintain a green or blue performance level in Math on the SBAC for all subgroup as measure by the CA dashboard**<br><br>**2017-2018 Targets:**<br>**School-wide: Green**<br>**EL: Green**<br>**SED: Green**<br>SPED: Insignificant Subgroup | This report shows the performance levels for a single state indicator, Math Assessment, for all student gr<br>years (change) for each state indicator. Status and change each have five possible levels, which are displa<br>student groups for more detailed information.<br><br>Student Performance / Number of S<br>All Students 124<br>English Learners 42<br>Foster Youth 1<br>Homeless 0<br>Socioeconomically Disadvantaged 120<br>Students with Disabilities 15<br>African American 0<br>American Indian 0<br>Asian 0<br>Filipino 0<br>Hispanic 124<br><br>CA School Dashboard data coming Fall |
| **5% more students annually will score a 22 in English on the ACT.**<br>**8% more students annually will score a 23 in Math on the ACT.**<br><br>**2017-2018 Targets:**<br>**English – 10%**<br>Math -16% | 11% of the 11th grade cohort was Colleg<br>after the Spring Administration. |
| Sufficient instructional materials. Maintain 100% | Ollin faculty and student had all necessa<br>order to support growth. Ollin uses the f<br><br>-All teachers/administrators are required and use the UBD-Understanding by Design-Backwards Planning & Mapping to plan (Class, Units, School Year<br><br>**-Teacher W write their written Asp Configurat Questions/ objectives, Case & Per teachers m the arc of t**<br><br>**Administra strategy to the school, Schedule, t lead to the**<br><br>Teachers facilitate the QFT process twice per unit which encourages students' inquisitiveness<br><br>**Student ge more quest of different**<br><br>Learning & the Brain: About half the teachers have attended professional development to understand how the brain works and how to best teach<br><br>**All teacher dopamine; Lecture tin activities to Growth mi** |

| | | |
|---|---|---|
| | adolescent, growing brains. | |
| | EL Achieve Professional development for about half of the teachers-encourages opportunities to expand vocabulary | **Structures for writing Graphic O writing sup Writing (W** |
| | Use of Primary & Secondary sources; deeper exploration of documents; exposes students to more challenging vocabulary; Students write more | **Text-based DBQ Proje presentatio** |
| | Readtheory.org-measures students reading levels; students self-assess progress by testing online and engaging in 21st skills practice. | **Across all g comprehen** |
| | CPM-College Preparatory Mathematics-more rigorous; more reading; higher collaboration; students being more comfortable with SBAC format (Problem-solving) | **Higher SB Unit Perfor Week and FALS Less** |
| Teacher credentials for core subjects: 100% Teachers with Full Credentials | According to LACOE, we are at 64% co NCLB requirements. We have several t which is why the percentage is lower in t has been a significant teacher shortage intern hiring.<br>The following subjects were on an Intern<br>• Chemistry<br>• Physics<br>• English<br>• Spanish<br>• Special Education | |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures |
|---|---|---|
| 1. ESLR Poster for every classroom<br>2. Aligned Learning Objective(s) with ESLR (s) identified on Blackboard Configuration<br>3. Introduce and align staff around OUP's new ESLRs through PD | 1. ESLR posters are in every classroom and integrated into school murals.<br>2. All staff have complied with an | 1. $240,000<br>2. $145,000<br>3. $30,000<br>4. $2,320,000 |

| | | |
|---|---|---|
| 4. Add ESLRs explanation and rationale to Staff Binder<br>5. Onboard community partners around ESLRs<br>6. Clearly display ESLRs for students, staff and community throughout building<br>7. Implement PBL units in all content areas | aligned blackboard configuration as evidence in school wide walk-throughs.<br>3. Staff Retreat in August included an intro to the ESLR's. STEAM & Humanities department meetings have included development of ELSR practices, rubrics, and lessons to deepen teacher & student understanding. Humanities & STEAM department meetings include focused development in the 4Cs using materials from NEA and P21.<br>4. Staff Binder contains the ESLR's and an article on College Readiness every staff member received the binder at the Ollin Retreat in August. Humanities & STEAM Binders include articles on the 4Cs using materials from NEA and P21.<br>5. ESLRs introduced in August 2017 SSC Meeting. Families and visitors use ESLRs aligned log when they walk through Ollin.<br>6. Murals contain the ESLR's. ESLR Rubrics have been developed and used in exhibitions, and some unit projects. OUP Agenda Templates for staff meetings use ESLR symbols to aligned content & activities. ESLR magnets have also been created and used in classrooms to identify objectives and daily agenda activities that develop each of the ESLRs.<br>7. School wide PBL was introduced this year and included in UBD unit plans, as demonstrated by Exhibitions and Showcase activities. | 5. $350,000<br>6. $180,000<br>7. $135,000<br>8. $40,000<br>9. $35,000<br><br>1. LCFF Base<br>2. LCFF Base<br>3. Title II<br>4. LCFF Base<br>5. LCFF Base<br>6. LCFF Base<br>7. LCFF Base<br>8. LCFF Base<br><br>1. Books & Materials<br>2. Other Professional Services (PD)<br>3. Salaries & Benefits (teacher stipends)<br>4. Salaries & Benefits (Core Teachers)<br>5. Salaries & Benefits (Elective Teachers<br>6. Salaries & Benefits (Principal)<br>7. Salaries & Benefits (AP)<br>8. Computers & Equipment<br>9. Software |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ollin was successful in actuating this year's goal. We have made it a priority to implement our plan to integrate our ESLR's throughout the school community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The steps taken to implement our SLRS have help promote students and staffs understanding of our goals. Students and teachers are now relating learning tasks to our SLRS. Students are able to community how their learning activities are connected to our SLRS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None Noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 2

In all subgroups increase student mastery in math by developing and implementing school-wide instructional practices that are aligned to CCSS Math Practice Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4

Local Priorities: NA

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| **Problem solving component of the Interim Comprehensive Assessment for Math**<br><br>2017-2018 Target: 25% | ICA Data: |

| | |
|---|---|
| | **5 Highest Value Targets in Claim**<br><br>**HSS-ID.A.1** 2 Represent data with plots on the real number line (d and box plots).<br>**HSA-REI.D...** 1 Understand that the graph of an equation in two var all its solutions plotted in the coordinate plane, often (which could be a line).<br>**HSA-CED...** 1 Create equations in two or more variables to repres between quantities; graph equations on coordinate scales.<br>**HSN-Q.A.1** 1 Use units as a way to understand problems and to g multi-step problems; choose and interpret units cons choose and interpret the scale and the origin in grap<br>**HSG-CO.C...** 2 Prove theorems about triangles<br>**HSG-CO.C.9** 1 Prove theorems about lines and angles.<br>**HSF-IF.B.4** 3 For a function that models a relationship between tw interpret key features of graphs and tables in terms and sketch graphs showing key features given a ver<br>**HSS-ID.A.4** 2 Use the mean and standard deviation of a data set t distribution and to estimate population percentages. there are data sets for which such a procedure is no<br>**HSG-SRT.C..** 1 Understand that by similarity, side ratios in right triar of the angles in the triangle, leading to definitions of for acute angles.<br>**HSA-REI.A.2** 1 Solve simple rational and radical equations in one va examples showing how extraneous solutions may ar<br>**HSF-BF.A.2** 1 Write arithmetic and geometric sequences both rec explicit formula, use them to model situations, and t the two forms<br>**HSA-REI.D...** 1 Graph the solutions to a linear inequality in two varia (excluding the boundary in the case of a strict inequ solution set to a system of linear inequalities in two<br>**HSA-REI.C.6** 1 Solve systems of linear equations exactly and appro graphs), focusing on pairs of linear equations in two<br>**HSF-IF.C.7, HSG-CO.A.2** 1 Graph functions expressed symbolically and show k graph, by hand in simple cases and using technolog complicated cases., Represent transformations in th<br>**HSF-IF.B.6** 2 Calculate and interpret the average rate of change o (presented symbolically or as a table) over a specifi the rate of change from a graph.<br>**HSA-SSE.A..** 1 Use the structure of an expression to identify ways t<br>**HSN-RN.A.2** 2 Rewrite expressions involving radicals and rational e properties of exponents.<br>**HSA-REI.B.3** 1 Solve linear equations and inequalities in one variab equations with coefficients represented by letters.<br>**HSG-C.A.2** 1 Identify and describe relationships among inscribed chords.<br><br>0%-50%: Standard not mastered<br>51%-79%: Standard partially mastered<br>80%-100%: Standard mastered |
| **Maintain a green or blue performance level in Math on the SBAC for all subgroup as measure by the CA dashboard**<br><br>**2017-2018 Target:**<br>**Schoolwide: Green**<br>**EL: Green**<br>**SED: Green**<br>SPED: Insignificant Subgroup | Ca School Dashboard data coming Fall |
| **The number of met or exceeded will grow 10% each year in 11th Grade SBAC Math.**<br>**2017-2018 Target: 36%** | Data coming July 2018 |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures |
|---|---|---|
| 1. Create unit plans using UBD and PBL and implement one project based learning unit.<br>2. Create and pilot schoolwide rubric vertically articulated for unit assessment and COI's<br>3. Alignment of explicit student reflection expectations based on academic mastery of the content across grades 6-12<br>4. DOK alignment amongst STEAM staff. Implement norms on DOK-levels for independent / collaborative assignments and assessments.<br>5. Implement small group instruction in math<br>6. Implement online math programs that monitor student growth | All actions were completed as planned --- please update if you did more than what is listed to the left or if you did anything that is different.<br>1. LA2050 STEAM Showcase, Humanities Exhibitions at end of Semester 1 & 2.<br>2. ESLR rubric developed and used for Humanities Rubric. STEAM Showcase used PBL rubric.<br>3. Learning Log & exit tickets<br>4. DOK Identification activities for Math. STEAM Department meeting on alignment and calibrating DOK questions & tasks.<br>5. Small groups based on entrance & exit tickets, and pulling small groups during conference periods.<br>6. Co-teachers and Instructional Aids assigned in all Math classes to be able to implement small group instruction with fidelity.<br>7. Use of TenMarks as formative assessments. | 1. $215,000<br>2. $125,000<br>3. $100,000<br>4. $75,000<br>5. $$450,000<br>6. Duplicate Goal 1<br><br>1. LCFF S/C<br>2. LCFF S/S<br>3. College Readiness<br>4. Title I<br>5. LCFF S/C<br>6. Duplicate Goal 1<br><br>1. Salaries & Benefits (Case Managers)<br>2. Salaries & Benefits (Academic Counselors)<br>3. Salaries & Benefits (Academic Counselors)<br>4. Salaries & Benefits (Academic Counselors)<br>5. Salaries & Benefits (Intervention Staff)<br>6. Books & Materials |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to implement all actions/services stated. We will need to continue to refine and develop our school wide use of PBL and UBD in order to continue to grow. UBD planning allowed us

to plan more effective support for our subgroups and help us meet our goal. Also adding supports in our math class allowed for more effective small group instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of our actions/services varied based on the level of experience our teachers have. We will need to continue to support and plan for staff pd that can continue to develop our staff. Specifically, we will continue to support our STEAM department in DOK level alignment. We need to continue to develop our teachers, use of High level DOK assignments and increase rigor and relevancy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[no changes

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 3

Increase achievement levels of English Learners by implementing school-wide instructional strategies in all contents areas and a designated ELD program.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,3,8

Local Priorities: NA

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| **Maintain a green or blue performance level on the English Learner Progress Indicator as measure by the CA dashboard**<br><br>2017-2018 Target: Yellow | Data coming fall 2018 |
| **Maintain a green or blue performance level in ELA on the SBAC for the subgroup of English Learners as measure by the CA dashboard**<br><br>2017-2018 Target: Green | Data coming fall 2018 |
| **Maintain a green or blue performance level in Math on the SBAC for the subgroup of English Learners as measure by the CA dashboard**<br><br>2017-2018 Target: Green | Data coming fall 2018 |
| **5% more English Learner students annually will score a 22 in English on the ACT.**<br>**8% more English Learner students annually will score a 23 in Math on the ACT.**<br>**2017-2018 Target:**<br>**English – 5%**<br>**Math - 8%** | Data coming fall 2018 |
| **25% of English Learners reclassified as Fluent English Proficient**<br>**2017-2018 Target: 19%.** | 14.5% |
| **English Learners Increase 5% each year on the STAR Ren**<br>**2017-2018 Target: 7%** | 1% ELs on target as measured by STAR |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures |
|---|---|---|
| • Incorporate an EL component to the existing COI Reflection form<br>• Quarterly workshops built in to Department Meetings for educators focusing on specific EL Achieve strategies<br>• Provide EL Achieve training to all educators<br>• Provide designated time of explicit ELD instruction during Humanities block for grades 6 – 8 and during Academic ELD course for grades 9 – 12.<br>• Explicitly monitor EL data throughout year through COI process and RTI program<br>• Annually re-designate following Aspire's reclassification protocol.<br>• Communicate with families regarding student EL levels via SSCs, ELAC and SLCs<br>• Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) | We added & implement an EL component to our COI reflection form<br>We did had EL PD on ELD Standards & Practices provided by LACOE.<br>EL Achieve strategies were incorporated into Department PDs.<br>We were able to establish middle school designated ELD courses. We also were able to get an academic ELD course A-G approved.<br>We have been motioning our EL data through our COI and RTI process, as well as explicit monitoring/tracking our EL students' progress in the ELD & Academic ELD support classes.<br>We did RFEP our students who mastered Aspire's reclassification criteria.<br>We were able to elicit more parent participating in our SSC and most importantly in our ELAC meeting. Had Saturday ELD meetings, classes, and a celebration.<br>We will need to revisit and make sure we create more systems to track EL students with our Tier 1 assessment cycles (exit tickets, student work, CBA, interims). We tracked through summative assessment cycles using readtheory, STAR Ren, etc. | 1. Duplicate Goal 2<br>2. $275,000<br>3. $70,000<br>4. Duplicate Goal 2<br>5. Duplicate Goal 1<br>6. Duplicate Goal 1<br><br>1. Duplicate Goal 2<br>2. LCFF Base<br>3. LCFF Base<br>4. Duplicate Goal 2<br>5. Duplicate Goal 1<br>6. Duplicate Goal 1<br><br>1. Salaries & Benefits (Case Managers)<br>2. Salaries & Benefits (Business Manager/OAs)<br>3. Salaries & Benefits (Parent Outreach)<br>4. Salaries & Benefits (Intervention)<br>5. Books & Materials<br>6. Other professional Services |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This was a robust goal to implement. We have seen a slight increase in the performance of our EL students. Most importantly, we have improved our systems to track our EL students, equip our teacher with better EL strategies to support in the classroom, and created better systems for parent communication during our ELAC. We were able to improve our EL tracking during our COI cicles. Also, teachers were trained in a series of LACOE PD on implementeing language objectives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Like mentioned above, we were able to implement most of our actions/services articulated in our goal.  We have seen improvement in our teachers understanding of their students EL levels.  We have also been able to improve parent participation in our ELAC meeting.  We created celebrations for student's increases related to reclassification criterias.  We have been able to better support our students with the implementation of our EL course.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[No changes

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 4

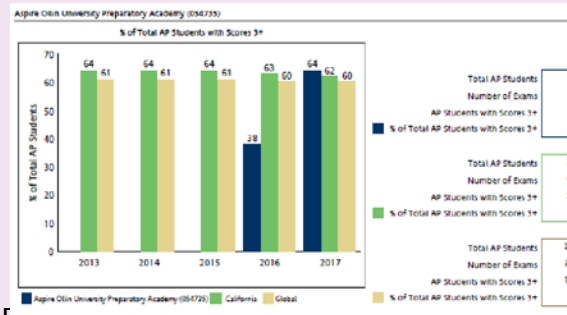
Increase college readiness and college persistence rates of Ollin graduates.

State and/or Local Priorities addressed by this goal:

State Priorities4,5,6,7

Local Priorities: NA

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| **College and Career State Indicator as measured by Grade 11 SBAC Results in ELA.**<br><br>2017-2018 Target: Maintain green or blue | Data coming fall 2018 |
| **College and Career State Indicator as measured by Grade 11 SBAC Results in Math.**<br><br>2017-2018 Target: Receive yellow | Data coming fall 2018 |
| **60% passing rate on any College Course or any AP Exam**<br><br>2017-2018 Target: 20% |  <br>[ |
| **% of students meeting a-g requirements**<br><br>2017-2018 Target: Maintain 98% | 100% |
| **% of students graduating high school**<br>2017-2018 Target: 98% | 100% |
| **% of students who drop out**<br>2017-2018 Target: Maintain 2% or less | 7 students for 2017-2018 |
| **5% more students annually will score a 22 in English on the ACT.**<br>**8% more students annually will score a 23 in Math on the ACT.**<br><br>**2017-2018 Target:** | Data coming soon |

| | |
|---|---|
| **English – 10%**<br>Math -16% | |
| **100% SEL Participation for all students in grades 9 – 12**<br><br>2017-2018 Target: 90% | 10%% |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures |
|---|---|---|
| • Creation of OLLIN ALUMNI TRACKING program to inform current instructional program.<br>• Offer academic and financial advising workshops for alumni (Summer after graduation)<br>• Offer Resume review workshops and college job placement programming (Summer after graduation)<br>• Facilitate Networking events with alumni and local workers<br>• Create Post-Secondary Plan for all seniors<br>• Exceed national average for graduation rate of first-generation college students (37%)<br>• Partner with Private Schools and local businesses for 4-year scholarship program<br>• Partner with Local private schools for college partnership programs (MOUs)<br>• Increase student application to Tier 1 schools in Barron Index<br>• ALL students apply to Quest Bridge and other scholarship programs<br>• Integrate College Readiness programming fully into Advisory Program<br>- 4-year GPA Tracking<br>- 4-year A-G Class Tracking<br>- ACT and SAT Prep<br>- Life Planning<br>- College Research and Planning<br>- Schedule Planning<br>- 21st Century Skills<br>- Social Consciousness building | • All seniors created Post-Secondary Plans as part of Senior Exhibitions and graduation requirement.<br>• Generating data for our 2017 graduates.<br>• Partner with Whittier College to have application fee waivers to start partnership to build a 4-year scholarship program<br>• We are securing a MOU with University of La Verne<br>• 14 of our scholars are attending a UC. 13 of them are girls<br>• Students applied to several scholarship programs. UNIGO, FASTWEB, EOP, etc…<br>• Advisory included components for<br>o 4-year GPA Tracking<br>o ACT and SAT Prep<br>o Life Planning<br>o College Research and Planning<br>o Schedule Planning<br>o Social Consciousness building<br>o Scholarship tracking / research Cultural Understanding<br>• Case Managers developing one-on-one orientations to include college info | 1. Duplicate Goal 2<br>2. $100,000<br>3. $100,000<br>4. Duplicate Goal 1<br>5. $60,000<br><br>1. Duplicate Goal 2<br>2. LCFF S/C<br>3. LCFF Base<br>4. LCFF S/C<br>5. Duplicate Goal 1<br>6. LCFF Base<br><br>1. Salaries & Benefits (Academic Counselors)<br>2. Field Trips (Academic/College)<br>3. Salaries & Benefits (Summer/Extracurricular stipends)<br>4. Materials & Books<br>5. Early College HS |

| | | |
|---|---|---|
| - Scholarship tracking / research Cultural Understanding<br>● Intentionally planned parent education program for college readiness and requirement starting in 6th Grade | | |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our college counselors were able to support our school in implementation of our actions/services. They were able to plan systems to support our current students understanding of the college applications process through the action steps. We also began to implement systems to track our graduates through our college counselors.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although we need to continue to increase our students understanding of the different measures to meet college readiness. We have seen a slight increase of our student's college readiness based on SBAC, ACT, and AP data. We have also seen increase in our UC and CSU acceptance .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 5

Increase students' science proficiency by developing and implementing NGSS (Next Generation Science Standards).

State and/or Local Priorities addressed by this goal:

State Priorities: 2,7,8

Local Priorities: [NA

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| **Implement the 5 E Instructional Framework (Engagement, Exploration, Explanation, Elaboration, Evaluation)**<br><br>Implemented with 100% fidelity via walkthroughs and classroom observation. | [In progress. Some of our high school te on. Next steps are to support our MS te |
| CAST (California Science Test) Participation and Mastery: 90% of students in assigned grade level will participate in new pilot CA Science Test (CAST) | 100% of our 8th & 12th grade participated |
| Implement the Next Generation Science Standards: Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. | We are still awaiting the approval of a N |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures |
|---|---|---|
| 1. Change course sequence offerings in High School to align with NGSS<br><br>2. Deepen use of adopted NGSS aligned Science curriculum Amplify in grades 6 – 8<br><br>3. NGSS Text book and materials selection<br><br>4. Develop STEAM vision that embodies the 21st century skills and is aligned to NGSS<br><br>5. NGSS Teacher and Admin training | 1. 2017-18 Offerings:<br>a. 9th: Physics<br>b. 10th: Chemistry,<br>c. 11th AP Bio, Anatomy/Physiology, Chemistry<br>d. 12th: Physics & AP Physics<br>2. Awaiting organization curriculum approval.<br>3. IP-waiting for CAO<br>4. STEAM vision added to Staff Binders & STEAM Program Planner: Develop and implement aligned instructional practices, planning, pacing and | Duplicate Goal 1<br>Duplicate Goal 1<br>Duplicate Goal 1 |

| | | |
|---|---|---|
| 6. A-G courses offered in variety<br>7. Integrate middle school content (theme)<br>8. Integrate PBL with NGSS | assessments to cultivate 21st century skills, behaviors, and habits of mind in every scholar as demonstrated by multiple examples of student achievement as well as college and career readiness. As a STEAM Department, we strive to embody this vision in our teaching, that math makes science relevant, and science brings math to life, and the arts help us creatively show what we know and understand.<br>5. NGSS PD<br>6. Multiple Science classes offered to 11th & 12th graders<br>7. In progress: developing our STEAM program.<br>8. STEAM Showcase: LA 2050 | |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

NGSS implementation is a work in progress. We were unable to attain Amplify curriculum but have been able to keep up with all other actions. We were able to change our course sequence for HS and started to develop our STEAM vision.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[We have been able to implement most of our actions/services for this goal but it will continue to be an area of need/improvement. We will continue to expose our teachers to NGSS aligned PD. We have exceeded our goal of student participation in CAST but will not ge able to gauge our progress until the state begins to share scores in the years to come.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 6

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities: [NA

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| Maintain a 95% or above ADA for all subgroups | 96% |
| **Maintain a green or blue performance level for suspensions as measure by the CA dashboard**<br>2017-2018 Target: Green | CA School dashboard data coming fall 2 |
| Maintain 0 - .5% expulsion rate | .6% |
| **Chronic absenteeism decreases by 2% per year**<br><br>2017-2018 Target: 7.8% | 9.5% |
| **Basic Services -**<br>**Maintain an average rating of 3 or 4 on the Aspire LA School Management and Performance Report Card – Facilities**<br><br>**2017-2018 Target: 3** | Facility in exemplary condition based off |
| **Family satisfaction rate as measured by Panorama Survey will be 90% or above** | 95% of parents responded favorably to t recommend my school to others" and 89 the question "I feel welcomed and conne community." |
| **Maintain a 3 or 4 rating on the Aspire LA School Management and Performance Report Card – Safety Section**<br>**2017-2018 Target: 3** | |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures |
|---|---|---|
| 1. Train for and implement Aspire 6 – 12 SEL program<br>2. Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices<br>3. Identify a vision for Mental Health program<br>**4.** Ensure efficient and effective ongoing school site operations<br>5. Develop and implement year-round enrollment plan<br>6. Engage community and families in facilities visioning sessions with contractor<br>7. Engage families, staff, and students in the development and monitoring LCAP implementation | 1. In progress. Planned during advisory<br>2. Completed as planned<br>3. In progress<br>4. Completed as planned<br>5. Check with Erica<br>6. Like the Patio Cover<br>7. SSC | 1. $100,000<br>2. $90,000<br>3. Duplicate Goal 2<br>4. Duplicate Goal 2<br>5. Duplicate Goal 1<br><br>1. LCFF S/C<br>2. Title 1<br>3. Duplicate Goal 2<br>4. Duplicate Goal 2<br>5. Duplicate Goal 1<br><br>1. Salaries & Benefits (MH Counselors)<br>2. Salaries & Benefits (MH Counselors)<br>3. Salaries & Benefits (Parent Coordinator)<br>4. Salaries & Benefits (BM/OAs)<br>5. Salaries & Benefits (AP) |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We realize that the SEL goal is much more complex than first discussed and are planning to address the SEL goal in multiple phases. This year we started by augmenting our advisory program to include wellness activities, lessons, and readings. Our next steps are to develop more specific ways to include SEL into regular content classes and have our counselors revise their working vision for mental health, as well as get feedback from our families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We definitely have room for growth.  As we develop our program, we will develop specific measure to identify levels of effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will have to revisit our goal to determine next steps and possible changes.

# Stakeholder Engagement

LCAP Year: **2017-2018**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In the previous year, LCAP Community Meetings with Parent Stakeholders held on these days: February 15th, March 29th and April 27th, there was a District Budget Advisory/LCAP Meetings (quarterly), LCAP and WASC alignment meetings, with the staff members of different departments held from March 2016- January 2017 (monthly), Monthly School Site council meetings (9 per school year) Certificated Staff Meeting held quarterly (6 meetings), Weekly Front Office Front Load Meetings held regarding spending and alignment, two LACOE Compliance meetings for Foster and English Language Learners ( held in Fall and Spring), February - Teammate Survey, and March-April Panorama survey which included students and parents February, meetings.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

A theme that emerged from the stakeholder input sessions was that Families/Students, who are struggling, should receive more teacher and support staff help. This feedback was incorporated into Goal 3: Increase achievement levels of English Learners by implementing school-wide instructional strategies in all contents areas and a designated ELD program.  Students that were identified as not redesignated or ELs, or LTELLs were provided the separate ELD courses during the regular school day as part of their core academic program.

Something else that parents/families wanted was the ability to participate and engage more with the school and their children's education, so we implemented a Parent/Family Learning Walk, once a month.  This learning walk is tied to all of our goals, specifically exposing them to the ESLRs (goal 1), to our small group instructional practice (goal 2).  Our next steps

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

# Goal 1

Increase student academic achievement as guided by the Expected Schoolwide Learning Results (ELSERs) which highlight 21st Century College and Career Readiness skills.

## State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,7,8

Local Priorities: NA

## Identified Need:

Expected Schoolwide Learning Results (ESLRs) are necessary so that all stakeholders know the school wide expectations and targets. Per the WASC team as a new High School Program, Ollin is expected to implement these ESLR's as a way to have scholars achieve college readiness. The ESLRs are the following:

Communicate by articulating thoughts, generating questions, facilitating discussions, building on one another's ideas, and proposing solutions.

Collaborate through communally developing expertise, mastery, and abilities to reach collective and individual goals

Critically think to analyze situations from different perspectives, in nuanced ways, and link learning across the curriculum to reason, make decisions, and problem solve effectively.

Create, innovate and invent to compete in a global community politically, economically, socially, culturally and environmentally.

- ESLR's are a requirement of WASC.
- Stakeholders are currently unaware of the expected learner outcomes for a graduate of Ollin.
- Because of our 7-12, completion there is a need to solidify the High School program with aligned school wide expectations that are vertically articulated.
- CCR supports a vision for the instructional model grounded in inquiry.

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | |
|---|---|---|---|---|
| **Maintain a green or blue performance level in ELA on the SBAC for all the subgroup as measure by the CA dashboard** | Schoolwide: Yellow<br>EL: Yellow<br>SED: Yellow<br>SPED: Insignificant Subgroup | Schoolwide: Green<br>EL: Green<br>SED: Green<br>SPED: Insignificant Subgroup | Schoolwide: Green<br>EL: Green<br>SED: Green<br>SPED: Insignificant Subgroup | Sch<br>EL:<br>SED<br>SPE |

| | | | | |
|---|---|---|---|---|
| | | | | |
| **Maintain a green or blue performance level in Math on the SBAC for all subgroup as measure by the CA dashboard** | Schoolwide: Green<br>EL: Yellow<br>SED: Green<br>SPED: Insignificant Subgroup | Schoolwide: Green<br>EL: Green<br>SED: Green<br>SPED: Insignificant Subgroup | Schoolwide: Green<br>EL: Green<br>SED: Green<br>SPED: Insignificant Subgroup | Sch<br>EL:<br>SED<br>SPE |
| **5% more students annually will score a 22 in English on the ACT.**<br>**8% more students annually will score a 23 in Math on the ACT.** | English – 5%<br>Math – 8% | English – 10%<br>Math -16% | English – 15%<br>Math -24% | Eng<br>Ma |
| **Sufficient instructional materials** | 2015/2016: As reported on SARC, 0% students lack own assigned copy of instructional materials | Maintain 0% | Maintain 0% | Ma |
| **Teacher credentials for core subjects** | 2015/2016: 88% Teachers With Full Credential | 2016/2017: 100% Teachers With Full Credential | 67% based on data received during LACOE visit | Tra<br>full |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Spe |
|---|---|
| All students | All schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools Grade Spans) |
|---|---|---|
| NA | NA | NA |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Mo 2019-20 |
|---|---|---|

| New | Unchanged | Unchanged |
|---|---|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/S |
| 1. ESLR Poster for every classroom<br>2. Aligned Learning Objective(s) with ESLR (s) identified on Blackboard Configuration<br>3. Introduce and align staff around OUP's new ESLRs through PD<br>4. Add ESLRs explanation and rationale to Staff Binder<br>5. Onboard community partners around ESLRs<br>6. Clearly display ESLRs for students, staff and community throughout building<br><br>Implement PBL units in all content areas | 1. Continue posting the ESLR Poster for every classroom<br>2. Aligned Learning Objective(s) with ESLR (s) identified on Blackboard Configuration<br>3. Train new staff and give a refresher to existing staff to align staff around OUP's new ESLRs.<br>4. Review ESLRs explanation and rationale in Staff Binder<br>5. Onboard new community partners around ESLRs<br>6. Continue to clearly display ESLRs for students, staff and community throughout building<br><br>Maintain PBL units in all content areas | 1. Continue posting classroom<br>2. Aligned Learning identified on Blac<br>3. Train new staff a staff to align staff<br>4. Review ESLRs e Staff Binder<br>5. Onboard new co ESLRs<br>6. Continue to clear staff and commu<br><br>Maintain PBL units in |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. $240,000<br>2. $145,000<br>3. $30,000<br>4. $2,320,000<br>5. $350,000<br>6. $180,000<br>7. $135,000<br>8. $40,000<br>9. $35,000 | Maintain + Inflation | Maintain + Inflat |
| Source | 1. LCFF Base<br>2. LCFF Base<br>3. Title II<br>4. LCFF Base<br>5. LCFF Base<br>6. LCFF Base<br>7. LCFF Base<br>LCFF Base | Unchanged | Unchanged |
| Budget Reference | 1. [Books & Materials<br>2. Other Professional Services (PD)<br>3. Salaries & Benefits (teacher stipends)<br>4. Salaries & Benefits (Core Teachers)<br>5. Salaries & Benefits (Elective Teachers<br>6. Salaries & Benefits (Principal)<br>7. Salaries & Benefits (AP)<br>8. Computers & Equipment<br>9. Software | Unchanged | Unchanged |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

unchanged

# Goal 2

In all subgroups increase student mastery in math by developing and implementing school-wide instructional practices that are aligned to CCSS Math Practice Standards.

## State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Local Priorities: NA

## Identified Need:

Students are not proficient at problem solving as evidenced by their results on the IAB's.

Students are not fluent in conceptual and procedural math as evidence by multiple formative and summative assessments (internal and external).

Students are unable to communicate reasoning to meet the CCSS expectations as evidenced by performance task data.

Students are not demonstrating their ability to model real world application of new mathematical concepts as evidenced by performance task data and culminating tasks.

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | |
|---|---|---|---|---|
| **Problem solving component of the Interim Comprehensive Assessment for Math** | 15% in problem solving | 25% | 35% | 50% |
| **Maintain a green or blue performance level in Math on the SBAC for all** | Schoolwide: Green<br>EL: Yellow | Schoolwide: Green<br>EL: Green | Schoolwide: Green<br>EL: Green | Sch<br>EL: |

| | | | | |
|---|---|---|---|---|
| **subgroup as measure by the CA dashboard** | SED: Green<br>SPED: Insignificant Subgroup | SED: Green<br>SPED: Insignificant Subgroup | SED: Green<br>SPED: Insignificant Subgroup | SED<br>SPE |
| **The number of met or exceeded will grow 10% each year in 11th Grade SBAC Math.** | 26% | 36% | 46% | 56% |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Spe |
| All students | All schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools Grade Spans) |
| NA | NA | NA |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Mo 2019-20 |
|---|---|---|
| Modified | [Add 2018-19 selection here] | [Add 2019-20 selecti |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/S |
|---|---|---|
| 1. Create unit plans using UBD and PBL and implement one project based learning unit.<br>2. Create and pilot schoolwide rubric vertically articulated for unit assessment and COI's<br>3. Alignment of explicit student reflection expectations based on academic mastery of the content across grades 6-12<br>4. DOK alignment amongst STEAM staff. Implement norms on DOK-levels for independent / collaborative assignments and assessments.<br>5. Implement small group instruction in math | 1. Continue using UBD and PBL in unit plans and implement two project based learning units.<br>2. Refine schoolwide rubric vertically articulated for unit assessment and COI's.<br>3. Alignment of explicit student reflection expectations based on academic mastery of the content across grades 6-12<br>4. DOK alignment amongst STEAM staff. Continue using norms on DOK-levels for independent / collaborative assignments and assessments and increase DOK 3 and 4 by 10%.<br>5. Continue small group instruction in math | 1. [Continue using UE implement three p<br>2. Fully implement sc articulated for unit<br>3. Alignment of explic academic mastery<br>4. DOK Alignment am DOK-levels for inde assignments and a and 4 by an additio<br>5. Continue small gro |

| | | |
|---|---|---|
| 6. Implement online math programs that monitor student growth | 6. Continue use of online math programs that monitor student growth | Continue use of onlin that monitor student g |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. $215,000<br>2. $125,000<br>3. $100,000<br>4. $75,000<br>5. $$450,000<br>6. Duplicate Goal 1 | Maintain + Inflation | Maintain + Inflat |
| Source | 1. LCFF S/C<br>2. LCFF S/S<br>3. College Readiness<br>4. Title I<br>5. LCFF S/C<br>6. Duplicate Goal 1 | Unchanged | Unchanged |
| Budget Reference | 1. Salaries & Benefits (Case Managers)<br>2. Salaries & Benefits (Academic Counselors)<br>3. Salaries & Benefits (Academic Counselors)<br>4. Salaries & Benefits (Academic Counselors)<br>5. Salaries & Benefits (Intervention Staff)<br>Books & Materials | Unchanged | Unchanged |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

# Goal 3

Increase achievement levels of English Learners by implementing schoolwide instructional strategies in all contents areas and a designated ELD program.

## State and/or Local Priorities addressed by this goal:

State Priorities: 2,3,4,8

Local Priorities: NA

## Identified Need:

- Ollin has a 11% reclassification rate.
- Ollin has a high number of LTELL's who are SPED students.
- ELL's have lowered SBAC performance as compared to non- English Language Learners.
- ELL's have a poor performance on DRA and STAR Ren, reading more than two grades levels below.

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | |
|---|---|---|---|---|
| **Maintain a green or blue performance level on the English Learner Progress Indicator as measure by the CA dashboard** | Red | Yellow | Green | Blue |
| **Maintain a green or blue performance level in ELA on the SBAC for the subgroup of English Learners as measure by the CA dashboard** | Yellow | Green | Green | Blue |
| **Maintain a green or blue performance level in Math on the SBAC for the subgroup of English Learners as measure by the CA dashboard** | Yellow | Green | Green | Blue |
| **5% more English Learner students annually will score a 22 in English on the ACT.**<br>**8% more English Learner students annually will score a 23 in Math on the ACT.** | English – 0%<br>Math – 0% | English – 5%<br>Math - 8% | English – 10%<br>Math - 16% | Eng<br>Ma |
| **25% of English Learners reclassified as Fluent English Proficient** | 16% | 19%. | 22% | 25% |

| | | | | |
|---|---|---|---|---|
| **English Learners Increase 5% each year on the STAR Ren** | 2% | 7% | 12% | 17% |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):** (Select from All Schools, Specific Schools, and/or Spe |
|---|---|
| Na | na |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools Grade Spans) |
|---|---|---|
| El | Schoolwide | All schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Mo 2019-20 |
|---|---|---|
| New | Unchanged | [Add 2019-20 selecti |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/S |
|---|---|---|
| • Incorporate an EL component to the existing COI Reflection form<br>• Quarterly workshops built in to Department Meetings for educators focusing on specific EL Achieve strategies<br>• Provide EL Achieve training to all educators<br>• Provide designated time of explicit ELD instruction during Humanities block for grades 6 – 8 and during Academic ELD course for grades 9 – 12.<br>• Explicitly monitor EL data throughout year through COI process and RTI program<br>• Annually re-designate following Aspire's | • track an EL component to the existing COI Reflection form<br>• Quarterly workshops built in to Department Meetings for educators focusing on specific EL Achieve strategies<br>• Provide EL Achieve training to all educators<br>• Provide designated time of explicit ELD instruction during Humanities ELD block for grades 6 – 8 and during Academic ELD course for grades 9 – 12.<br>• Explicitly monitor EL data throughout year through COI process and RTI program<br>• Annually re-designate following Aspire's | 1. track an EL comp Reflection form<br>2. Quarterly worksh Meetings for edu Achieve strategie<br>3. Provide EL Achie<br>4. Provide designat instruction durin 6 – 8 and during grades 9 – 12.<br>5. Explicitly monito through COI proc<br>6. Annually re-desig |

| | | |
|---|---|---|
| reclassification protocol.<br>● Communicate with families regarding student EL levels via SSCs, ELAC and SLCs<br>● Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) | reclassification protocol.<br>● Communicate with families regarding student EL levels via SSCs, ELAC and SLCs<br>Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) | reclassification p<br>7. Communicate wi EL levels via SSCs<br>Implement consiste cycles for Tier 1 ins student work, CBA, |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. Duplicate Goal 2<br>2. $275,000<br>3. $70,000<br>4. Duplicate Goal 2<br>5. Duplicate Goal 1<br>6. Duplicate Goal 1 | Maintain + Inflation | Maintain + Inflat |
| Source | 1. Duplicate Goal 2<br>2. LCFF Base<br>3. LCFF Base<br>4. Duplicate Goal 2<br>5. Duplicate Goal 1<br>Duplicate Goal 1 | Unchanged | Unchanged |
| Budget Reference | 1. Salaries & Benefits (Case Managers)<br>2. Salaries & Benefits (Business Manager/OAs)<br>3. Salaries & Benefits (Parent Outreach)<br>4. Salaries & Benefits (Intervention) | Unchanged | Unchanged |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchaged

# Goal 4

Increase college readiness and college persistence rates of Ollin graduates.

## State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6,7

Local Priorities: NA

## Identified Need:

Based on ASPIRE data, Ollin would like to increase the college completion rate of ASPIRE graduates which is less than 20 percent.

Based on ASPIRE data, Ollin would like to better prepare students for the University by ensuring they have met the college entrance readiness markers, i.e ACT score, AP passage rate and SBAC.

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | |
|---|---|---|---|---|
| **College and Career State Indicator as measured by Grade 11 SBAC Results in ELA.** | 20.1 points above level 3 | Maintain green or blue | Maintain green or blue | Mai |
| **College and Career State Indicator as measured by Grade 11 SBAC Results in Math.** | 65.1 points below level 3 | Receive yellow | Receive green | Mai |
| **60% passing rate on any College Course or any AP Exam** | N/A<br>2016-2017 is the first year AP Courses were offered | 20% | 40% | 60% |
| **% of students meeting a-g requirements** | 100% | Maintain | Maintain | Mai |
| **% of students graduating high school** | 97.5% | 98% | 99% | 100 |
| **% of students who drop out** | Baseline 14/15 from SARC: 0% | Maintain 2% or less | Maintain 2% or less | Mai |
| **5% more students annually will score a 22 in English on the ACT.**<br>**8% more students annually will score a 23 in Math on the ACT.** | English – 5%<br>Math – 8% | English – 10%<br>Math -16% | English – 15%<br>Math -24% | Eng<br>Ma |
| **100% SEL Participation for all students in grades 9 - 12** | 0% | 90% | 100% | 100 |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: | Location(s): |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Spe |
| All students | All schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: | Scope of Services: | Location(s): |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools Grade Spans) |
| NA | NA | NA |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Mo 2019-20 |
|---|---|---|
| Modified | unchanged | [Add 2019-20 selecti |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/S |
|---|---|---|
| • Creation of OLLIN ALUMNI TRACKING program to inform current instructional program.<br>• Offer academic and financial advising workshops for alumni (Summer after graduation)<br>• Offer Resume review workshops and college job placement programming (Summer after graduation)<br>• Facilitate Networking events with alumni and local workers<br>• Create Post-Secondary Plan for all seniors<br>• Exceed national average for graduation rate of first-generation college students (37%)<br>• Partner with Private Schools and local businesses for 4-year scholarship program<br>• Partner with Local private schools for college partnership programs (MOUs) | • Maintain OLLIN ALUMNI TRACKING program to inform current instructional program.<br>• Maintain academic and financial advising workshops for alumni (Summer after graduation)<br>• Continue offering Resume review workshops and college job placement programming (Summer after graduation)<br>• Maintain Post-Secondary Plan for all seniors<br>• Exceed national average for graduation rate of first-generation college students (37%)<br>• Partner with Private Schools and local businesses for 4-year scholarship program<br>• Partner with Local private schools for college partnership programs (MOUs)<br>• Increase student application to Tier 1 schools in Barron Index | • Maintain OLLIN A inform current in<br>• Maintain academ workshops for al graduation)<br>• Continue offering and college job p (Summer after gr<br>• Facilitate Networ local workers<br>• Maintain Post-Se<br>• Exceed national a first-generation c<br>• Partner with Priv businesses for 4-<br>• Partner with Loca partnership prog |

| | | |
|---|---|---|
| • Increase student application to Tier 1 schools in Barron Index<br>• ALL students apply to Quest Bridge and other scholarship programs<br>• Integrate College Readiness programming fully into Advisory Program<br>- 4-year GPA Tracking<br>- 4-year A-G Class Tracking<br>- ACT and SAT Prep<br>- Life Planning<br>- College Research and Planning<br>- Schedule Planning<br>- 21st Century Skills<br>- Social Consciousness building<br>- Scholarship tracking / research Cultural Understanding<br>• Intentionally planned parent education program for college readiness and requirement starting in 6th Grade<br>• Build at-risk counseling protocols to include 10th grade retention practices | • ALL students apply to Quest Bridge and other scholarship programs<br>• Integrate College Readiness programming fully into Advisory Program<br>- 4-year GPA Tracking<br>- 4-year A-G Class Tracking<br>- ACT and SAT Prep<br>- Life Planning<br>- College Research and Planning<br>- Schedule Planning<br>- 21st Century Skills<br>- Social Consciousness building<br>- Scholarship tracking / research Cultural Understanding<br>• Intentionally planned parent education program for college readiness and requirement starting in 6th Grade<br>• Build at-risk counseling protocols to include 10th grade retention practices | • Increase student<br>in Barron Index<br>• ALL students app<br>scholarship progr<br>• Integrate College<br>into Advisory Pro<br>- 4-year GPA T<br>- 4-year A-G Cl<br>- ACT and SAT<br>- Life Planning<br>- College Rese<br>- Schedule Pla<br>- 21st Century<br>- Social Consci<br>- Scholarship t<br>Understanding<br>• Intentionally plar<br>program for colle<br>starting in 6th Gr<br>Build at-risk counse<br>10th grade retentior |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. Duplicate Goal 2<br>2. $100,000<br>3. $100,000<br>4. $60,000<br>5. Duplicate Goal 1<br>$60,000 | Maintain + Inflation | Maintain + Inflat |
| Source | 1. Duplicate Goal 2<br>2. LCFF S/C<br>3. LCFF Base<br>4. LCFF S/C<br>5. Duplicate Goal 1<br>LCFF Base | Unchanged | Unchanged |
| Budget Reference | 1. Salaries & Benefits (Academic Counselors)<br>2. Field Trips (Academic/College)<br>3. Salaries & Benefits (Summer/Extracurricular stipends) | [Add budget reference here] | [Add budget re |

| | | | |
|---|---|---|---|
| | 4. Materials & Books<br>Early College HS | | |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

# Goal 5

Increase students' science proficiency by developing and implementing NGSS (Next Generation Science Standards).

## State and/or Local Priorities addressed by this goal:

State Priorities: 2,7,8

Local Priorities: NA

## Identified Need:

Students are not proficient in the NGSS Science and Engineering Practices as evidenced by walk-through data.

High school Science team is comprised of new teachers who are learning the NGSS and need support and training for full implementation.

Students need content knowledge aligned to the disciplinary core ideas and cross cutting concepts of the NGSS in order to be prepared for the exam and post-secondary education.

NGSS require understanding of science concept expectations with an emphasis on application of science knowledge.

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | |
|---|---|---|---|---|
| **Implement the 5 E Instructional Framework (Engagement, Exploration, Explanation, Elaboration, Evaluation)**<br><br>**Implemented with 100% fidelity via walkthroughs** | 50% | 100% | Maintain | Mai |

| | | | | |
|---|---|---|---|---|
| **and classroom observation.** | | | | |
| **CAST (California Science Test) Participation and Mastery** | N/A | 90% of students in assigned grade level will participate in new pilot CA Science Test (CAST) | 90% of students in assigned grade level will participate in field test CAST test | 90% gra ope tho me |
| **Implement the Next Generation Science Standards.** | 100% Next Generation Science Standards aligned curriculum will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. | Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. | Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. | Con Gen curr imp wall obs |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Spe |
| All students | All schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools Grade Spans) |
| NA | NA | NA |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Mo 2019-20 |
|---|---|---|
| Modified | unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/S |
|---|---|---|
| 1. Change course sequence offerings in High School to align with NGSS | 1. Change course sequence offerings in High School to align with NGSS | 1. Change cour School to alig |
| 2. Deepen use of adopted NGSS aligned Science curriculum Amplify in grades 6 – 8 | 2. Deepen use of adopted NGSS aligned Science curriculum Amplify in grades 6 – 8 | 2. Deepen use Science curri |

| | | |
|---|---|---|
| 3. NGSS Text book and materials selection<br>4. Develop STEAM vision that embodies the 21st century skills and is aligned to NGSS<br>5. NGSS Teacher and Admin training<br>6. A-G courses offered in variety<br>7. Integrate middle school content (theme)<br><br>Integrate PBL with NGSS | 3. NGSS Text book and materials selection<br>4. Develop STEAM vision that embodies the 21st century skills and is aligned to NGSS<br>5. NGSS Teacher and Admin training<br>6. A-G courses offered in variety<br>7. Integrate middle school content (theme)<br><br>Integrate PBL with NGSS | 3. NGSS Text b<br>4. Develop STE 21st century<br>5. NGSS Teach<br>6. A-G courses<br>7. Integrate mid<br><br>Integrate PBL with N |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Duplicate Goal 1 | Maintain + Inflation | Maintain + Inflat |
| Source | Duplicate Goal 1 | Unchanged | Unchanged |
| Budget Reference | Duplicate Goal 1 | Unchanged | Unchanged |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[unchanged

# Goal 6

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

## State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities: NA

## Identified Need:

Social Emotional Learning (SEL) is a part of Aspire's College and Career Readiness metrics. By 2017-2018 school year all secondary Aspire schools must implement an SEL program. Ollin is a multicultural and multilingual school with students from diverse social and economic backgrounds. It serves students with different motivation for engaging in learning, behaving positively and performing academically. SEL provides the foundation for a safe and positive learning environment which then enhances students' being able to succeed in school, careers and life.

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | |
|---|---|---|---|---|
| **Maintain a 95% or above ADA for all subgroups** | 96.39% ADA | 96% | Maintain | Mai |
| **Maintain a green or blue performance level for suspensions as measure by the CA dashboard** | Yellow | Green | Green | Blue |
| **Maintain 0 - .5% expulsion rate** | 15-16 expulsion rate: 0% | Maintain less than .5% expulsion rate | Maintain less than .5% expulsion rate | Mai |
| Chronic absenteeism decreases by 2% per year | 9.8% | 7.8% | 5.8% | 3.8 |
| Basic Services - Maintain an average rating of 3 or 4 on the Aspire LA School | 3 | 3 | 3 | 3 |

| | | | | |
|---|---|---|---|---|
| Management and Performance Report Card – Facilities | | | | |
| Family satisfaction rate as measured by Panorama Survey will be 90% or above | 94.3% | Maintain | Maintain | Mai |
| Maintain a 3 or 4 rating on the Aspire LA School Management and Performance Report Card – Safety Section | 3 | 3 | 3 | 4 |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Spe |
|---|---|
| All students | All schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools Grade Spans) |
|---|---|---|
| NA | NA | NA |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Mo 2019-20 |
|---|---|---|
| Modified | unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/S |
|---|---|---|
| 8. Train for and implement Aspire 6 – 12 SEL program<br>9. Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices<br>10. Identify a vision for Mental Health program<br>**11.** Ensure efficient and effective ongoing school | • Sustain social emotional learning program<br>• Mental Health team systems & practices<br>• Behavior Health Interventions<br>• Maintain efficient and effective ongoing school site operations<br>• Consistently implement year-round enrollment plan | • Sustain social em mental and beha<br>• Maintain efficien site operations<br>• Consistently imp plan<br>• Ensure ongoing f |

| | | |
|---|---|---|
| site operations<br>12. Develop and implement year-round enrollment plan<br><br>13. Engage community and families in facilities visioning sessions with contractor<br>14. Engage families, staff, and students in the development and monitoring LCAP implementation | • Ensure ongoing facilities maintenance and planning<br>• Ensure ongoing families, staff, and students in the development and monitoring LCAP implementation | planning<br>• Ensure ongoing f the development implementation |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. $100,000<br>2. $90,000<br>3. Duplicate Goal 2<br>4. Duplicate Goal 2<br>Duplicate Goal 1 | Maintain + Inflation | Maintain + Inflat |
| Source | 1. LCFF S/C<br>2. Title 1<br>3. Duplicate Goal 2<br>4. Duplicate Goal 2<br>Duplicate Goal 1 | Unchanged | Unchanged |
| Budget Reference | 1. Salaries & Benefits (MH Counselors)<br>2. Salaries & Benefits (MH Counselors)<br>3. Salaries & Benefits (Parent Coordinator)<br>4. Salaries & Benefits (BM/OAs)<br>5. Salaries & Benefits (AP) | Unchanged | Unchanged |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Servi |
|---|---|
| $ 1,410,000 | 28% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2018 school year, $1,410,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting Instructional Deans, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 28%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Servi |
|---|---|
| $ 1,730,000 | 34% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-2019 school year, $1,730,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting Instructional Deans, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2018-2019 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 34%.  This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

# Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.*

# Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

# Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned

actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

## Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the

section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

**For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a

single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*