



Aspen Meadow Public School

*An Aspen Public School*

Material Revision to Reduce Grade Span to TK-6 (from TK-8)

**OPERATED BY VALLEY PREPARATORY ACADEMY, INC.,  
A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION**

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The Fresno Unified School District

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## **ELEMENT A: THE EDUCATIONAL PROGRAM**

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

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

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

### **I. ORGANIZATIONAL HISTORY, SCHOOL FOUNDERS, MISSION AND VISION**

Aspen Meadow Public School (Aspen Meadow or AMPS; formerly named Aspen Public School)<sup>1</sup> -- is an independent charter school originally authorized by Fresno Unified School District (FUSD) on January 6, 2016. Modeled as a replication of the highly successful Aspen Valley Preparatory Academy (AVPA), operating in FUSD since 2004, Aspen opened on August 15, 2016 and currently serves 100 students in grades TK-2. Aspen Meadow’s enrollment is predominantly comprised of socioeconomically disadvantaged students, including foster and homeless youth and those living in severe poverty. Aspen Public School will grow one grade level per year.

Aspen Meadow’s current enrollment of 95 students in grades TK-2 is: 66% Hispanic/Latino, 9% White, 13% African American, 4% Asian, 7% Two or More Races; 96% Free/Reduced Price Lunch (FRPL); 19% English Learners (EL); and 6% students with disabilities (SpEd) (four of our young students are in the process of being evaluated for a potential IEP). It is important to note that the FRPL percentage does not fully capture the experiences of many of our families who live in severe poverty. Housing and food instability are common issues that our school staff help navigate, along with the stresses of gang violence, domestic violence, substance abuse, divorce/separation and more. Currently an estimated 16% are either in foster care, homeless or in temporary housing (e.g., doubling up with relatives or in a shelter). We estimate that throughout the year, approximately 40% of our students experience food

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<sup>1</sup> Throughout this Material Revision, we have made changes to reflect the Fresno Unified School District Board of Education’s approval in 2016 of a school name change from Aspen Public School to Aspen Meadow Public School, along with our first school’s name change from Valley Preparatory Academy to Aspen Valley Prep Academy.

instability, thus we provide a full breakfast and lunch for all students, every day, as well as partnering with our local Trader Joe's to distribute food to families at our school twice per month.

Aspen Meadow is a replication of the highly successful AVPA and utilizes the same curriculum and instructional methodologies, and is overseen by the same upper level staff and governing board. In its short tenure, Aspen Meadow has:

- Secured a long-term facility at 1400 East Saginaw in Fresno that can hold up to 300 students in 12 classrooms, with a cafeteria, main office, green space with three play structures, restrooms, supply and work room, speech and special education offices and an auditorium. Aspen has a three-year lease, with the option to extend the lease. It is important to note that this facility was secured less than three months prior to opening – a previous facilities lease had been finalized, with signage made, recruitment of students, and significant planning for furniture, layouts, traffic and more when the lease was unexpectedly rescinded. Thankfully, Fresno First Baptist Church partnered with Aspen on an expedited timeframe to negotiate and finalize a lease and facilitate updates and preparation of the site.
- Enrolled 95 students in TK-2 with more students enrolling weekly. For 2017-18, as of February 1<sup>st</sup> we already have 120 applications for 146 spots in grades TK-3. Our enrollment has achieved our goal of serving some of Fresno's most "at-risk" families and children. Recruitment strategies have included informational tables at community events, television commercials on KMPH, The CW, and PBS, and door to door flyers. We have also had a commercial at Manchester Theater including digital visual impressions sent to digital devices in the 93704 area code.
- Hired five new teachers: two of Aspen Meadow's teachers have 10 or more years of experience, one has eight years. Three of our teachers are Hispanic/Latina and bilingual in Spanish. Four of the five teachers hold a multiple subject clear credential; the fifth is an intern teacher working under the supervision of a lead teacher in the 2<sup>nd</sup> grade classroom. Two of Aspen Meadow's five instructional aides are Hispanic/Latina and bilingual, two are White and one is Hmong.
- Established an intensive and collaborative professional development and coaching program for all Aspen Meadow faculty, as detailed in our original charter petition below. Aspen Meadow faculty regularly observe and collaborate with their peers at AVPA.
- Launched the Aspen Meadow Parent Lighthouse Team, the school's parent engagement and leadership council, coordinating parent volunteer and feedback efforts.
- Built on successful partnerships already established by our sister school, AVPA, Aspen Meadow has partnered with Rescue the Children (RTC), an arm of the Fresno Rescue Mission that provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or women with children
- Extended VPA's existing partnerships with Rotary Club, the Fresno Police Department, Bringing Broken Neighborhoods Back to Life, Fresno Metro Ministries, and other entities to promote a continued movement toward quality public education for all students.
- Formed a partnership with Bringing Broken Neighborhood Back to Life, a partnership between the Fresno Police Department and faith-based and non-profit organizations in an effort to build trust and communication between police and the community in a way that targets the community's youth. Aspen Meadow also partners with Fresno Metro Ministries' Better Blackstone Association to create safer neighborhoods affecting school families in the area.
- Ensured that Aspen Meadow has met its legal requirements in all aspects of governance and operations under the governance of the Valley Preparatory Academy, Inc. Board of Directors;

there have been no complaints, negative reviews or findings regarding compliance in the Valley Preparatory Academy, Inc.'s 12 year history.

- Established a strong and stable fiscal operation thanks in part to a \$575,000 competitive start-up grant awarded by the California of Education and a \$250,000 competitive grant from the Walton Family Foundation. Remarkably, thanks to conservative fiscal planning, Aspen Meadow is projecting a positive year-end cash flow, with a reserve in excess of 5%, growing steadily to a projected reserve in excess of 37% (\$1.3M) by Year 5 of this charter term.

#### **A. SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM**

Unlike most charter schools up for renewal, Aspen has been operational for less than one full year (roughly 100 days), with a small and young enrollment of students in grades TK-2. Thus we do not have any state test data to report and will not have Smarter Balanced/California Assessment of Student Performance and Progress (CAASPP) data until the end of our second year of operations when our first class of 3<sup>rd</sup> graders participates in state testing.

According to California law, a charter school that has been in operation for four years “shall” meet at least one of the minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal: these criteria include API growth targets and state and similar schools rankings that are no longer in effect, nor applicable to Aspen since it has been operational less than one year.<sup>2</sup> Nor is it possible to compare Aspen’s performance on state testing against “demographically similar pupil populations in the comparison schools.” (Cal. Ed. Code § 47607(b)(4)(B).)

As a result of the suspension of API, the California Legislature provided a new charter renewal standard as it relates to academic achievement, in Education Code section 52052(e)(4): “Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) *alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant subgroups.*”

Under the law, these “increases in pupil academic achievement for all groups of pupils” shall be the “most important factor” in determining whether to grant a charter renewal. (Ed. Code, § 47607(a)(3).)

Based on the limited internal data available to us after just five months of operations, Aspen Meadow meets the new criteria for renewal under section 52052(e)(4)(C).

#### **1. ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS**

As a data-driven instructional program, Aspen Meadow’s faculty rely on internal formative and summative assessments to drive instructional planning and implementation. While data from these assessments is not ordinarily the basis for accountability for a charter school on renewal, we offer the following examples to demonstrate growth that Aspen Meadow’s students have exhibited in the school’s short tenure. It is important to note that while these data represent very small samples – many

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<sup>2</sup> While we are aware that the Education Code regarding renewal criteria has been modified extensively by AB 1505, we do not address those requirements now as this Material Revision is intended simply to remove 7<sup>th</sup> and 8<sup>th</sup> grades from the charter. We will prepare a full renewal based on the new criteria during the last year of the current charter term. Due to the California governor’s extension of all charters for two years (as a result of the pandemic), the current charter is extended to June 30, 2024.



of our currently enrolled students joined the school after initial benchmarks were administered – the limited data is quite promising. Current enrollment includes:

Grade	# Students Who Have Been Enrolled At Aspen Meadow Since 1 <sup>st</sup> Day of School	# Students Enrolled As Of February 10, 2017
TK	0	8
K	33	42
1	12	23
2	10	22
<b>Total</b>	55	95

The following standards-aligned benchmark assessments provide data demonstrating consistent growth in all grades in both ELA and Math:

Assessment	Grade Level	Frequency	Subjects Assessed
ESGI	K	3 times annually	ELA, Math
NWEA MAPs	1-2 (K tested mid-year)	3 times annually	ELA, Math
RAPID/MyLexia	K-2	3 times annually	Reading
MobyMax	1-2	3 times annually	Math
Fountas & Pinnell	K-2	3 times annually	Reading

**Kindergarten Assessment: Educational Software for Guiding Instruction (ESGI)**

Aspen Meadow’s Kindergarteners have taken the web-based ESGI assessments in ELA and Math at the beginning of the year (September) and mid-point (December), demonstrating remarkable growth already, with a 18% to 56% gain in ELA skills proficiency and 35%-48% gains in Math skills proficiency, as detailed below.

*Kinder- The % represents the number of students who knew the information.*

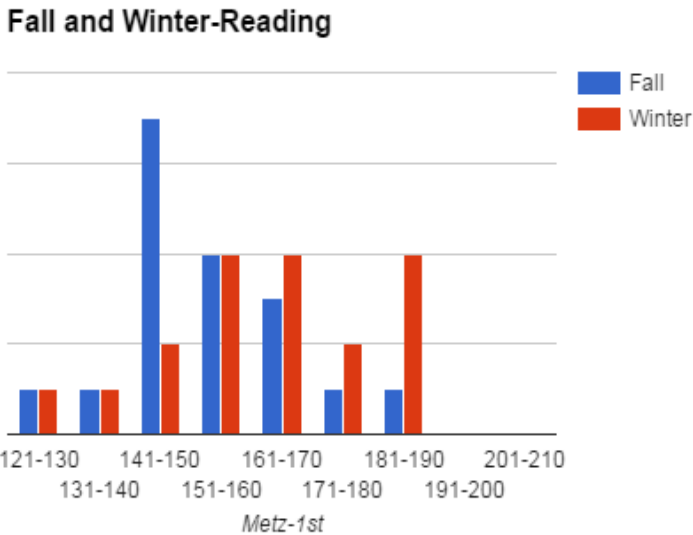
Pre-Reading Skills	Beginning of Year	Mid-Year	Increase in Proficiency Rate
Uppercase Letters-26/26	30%	86%	+56%
Lowercase Letters-28/28	08%	43%	+35%
Uppercase Sounds-31/31	0%	38%	+38%
Lowercase Sounds 31/31	0%	30%	+30%
Sight Words-20/20	08%	26%	+18%

Pre-Math Skills	Beginning of	Mid-Year	Increase in
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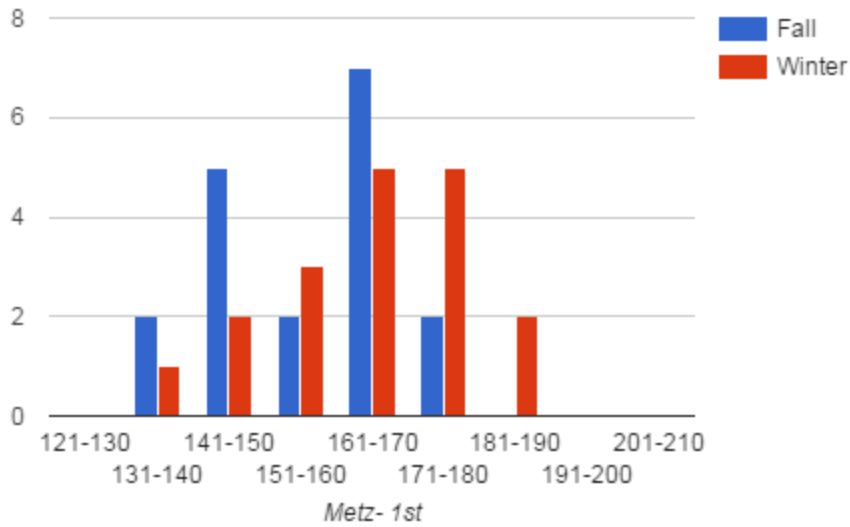
	Year		Proficiency Rate
Number Recognition 31/31	0%	35%	+35%
Patterning-5/5	35%	70%	+35%
Shapes-9/9	11%	59%	+48%

**First Grade (MAP Test Results First NWEA MAPs assessments)**

Aspen Meadow’s original first (18 students) graders have taken the online NWEA MAPs assessments twice – September and December 2016 – showing significant growth in both ELA and Math. The Fall MAP test results reveal that our Aspen Meadow students came into our school performing below the national norm. The Winter MAP test results are used for internal benchmarking only, since they are not nationally normed, yet they demonstrate the growth of the cohort of students who have been enrolled since the beginning of the year. (Five students, who enrolled later, are not represented in this chart.) We look forward to the growth our students will demonstrate in the nationally normed spring MAP test. The internal benchmark in the first 100 days of school demonstrates strong progress as a result of our excellent academic program. We will also use the Winter benchmark as a baseline marker for those students who came in mid-year. **(Vertical line=# of students; Horizontal line=performance score)**



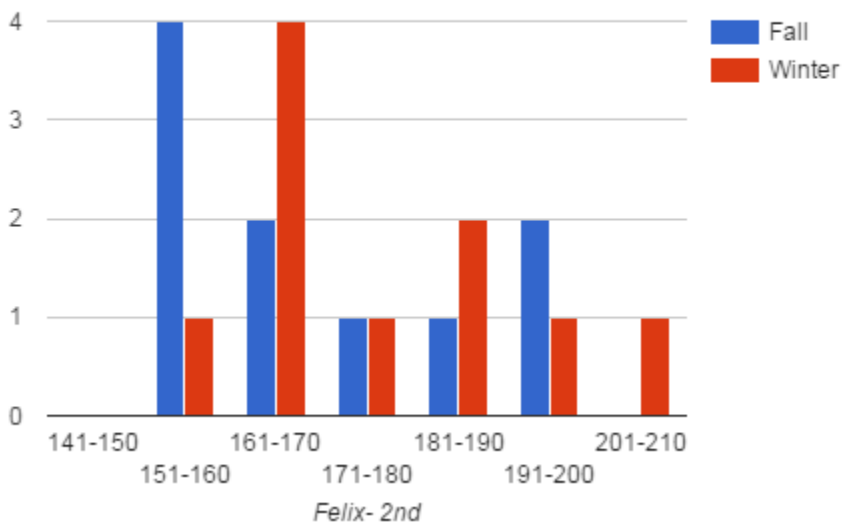
### Fall and Winter- Mathematics

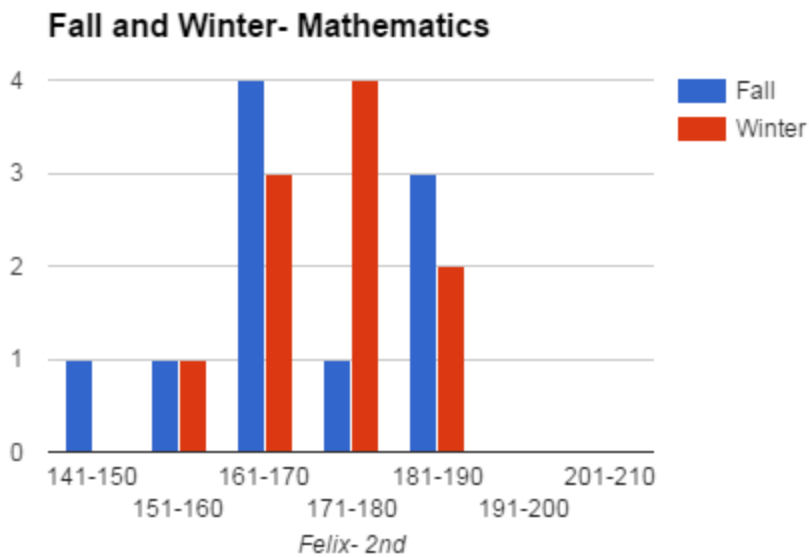


### Second Grade (MAP Test Results)

Similarly, the second graders have shown significant gains. A total of 10 students participated in fall and winter MAP testing (one student only took the fall assessment), with an additional ten students joining the grade after the initial September testing.

### Fall and Winter- Reading





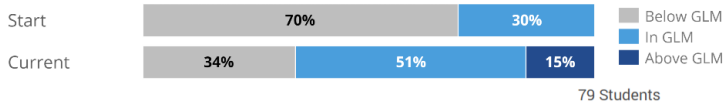
**Kindergarten – Grade 2 MyLexia/Reading Assessment for Prescriptive Instructional Data (RAPID) Assessments**

Aspen Meadow also utilizes the online, interactive Reading Assessment for Prescriptive Instructional Data (RAPID), which provides teachers “an in-depth, reliable measurement of critical reading and language skills. Using adaptive technology, the assessment adjusts its presentation of questions based on student performance, monitors student progress, and predicts students’ future reading success. RAPID also provides a specific diagnostic profile for each student that helps educators group students for instructional planning and address skill weaknesses.”

<http://www.lexialearning.com/products/rapid-assessment>

Over the first five months of school operations, the growth across each grade has been very promising. Upon initial assessment (given upon enrollment), 70% of our K-2 students tested “Below Grade Level Material” with 30% “In Grade Level Material.” As of January 19, 2017, the percent of students “Below” decreased to 34%, with 51% “In” Grade Level and another 15% “Above” Grade Level. In Kindergarten, half of our students (49%) have grown into the “In/Above” Grade Level strata; 42% of 1<sup>st</sup> graders have increased to “In/Above” and in 2<sup>nd</sup> grade, 9% of the students have grown into the “In/Above” levels. While our 2<sup>nd</sup> graders have shown less growth to date, two things are important to note: (1) eight of our 22 second graders enrolled throughout the fall after the start of the school year – some as recently as December, thus they have had less time with us than the 13 second graders who started at Aspen Meadow in August; and 2 of our 2<sup>nd</sup> graders have special needs, including dyslexia; and 2 are English Learners. Our Special Ed team (discussed in more detail later in this petition) and Assessment Coordinator/EL Support Specialist are working closely with the 2<sup>nd</sup> grade teacher to provide intervention and additional supports to these students. We are confident these students will demonstrate significant growth in the coming months through our individualized, differentiated approach. The initial growth results for all of our students is indicative of the impact of our program.

Students by Grade Level of Material (GLM) from Aug 15, 2016–Jan 19, 2017



Grade Progress Data

Grade	Students	Start Below %	Start In %	Start Above %	Current Below %	Current In %	Current Above %	Movement into In/Above %
PreK	0	0	0	0	0	0	0	0
Kindergarten	35	20	15	0	3	24	8	49
1st Grade	22	18	4	0	9	12	1	42
2nd Grade	22	17	5	0	15	4	3	9

**Kindergarten – 2<sup>nd</sup> Grade MobyMax Math Assessment**

As with literacy, our students are demonstrating impressive gains in Math. Most notably, 97% of our Kindergarteners are proficient in standards-aligned math assessments in Math, an increase from 64% when they were first tested upon enrollment. The 2<sup>nd</sup> grade students who have joined Aspen Meadow are receiving specific academic interventions in the following forms: small group re-teaching, whole group teaching with formative assessments, one-to-one instruction, targeted activities in differentiated math groups in class, as well as access to online platforms that have the ability to supplement student learning at their levels.

**Math Progress Monitoring Class View**

All Students

Jan 20, 2017

<u>Standards</u>	<u>Current Proficiency</u>	<u>Beginning Proficiency</u>	<u>Increase &lt;Decrease&gt;</u>
Overall Grade Level	1.6	1.0	0.6
Grade K	97%	64%	33%
Grade 1	61%	33%	28%
Grade 2	25%	16%	9%

**Additional Data**

With 19% of our students designated as English Learners, reclassification is a primary focus and ensuring these students master English fluency necessary for success in school and the modern world. Of the 10 EL students in Kindergarten, internal assessments show that nine of the ten students have made significant growth in the areas of Uppercase letters, Lowercase letters, Uppercase sounds, and Lowercase sounds. Two of these 10 EL Kindergarteners arrived at Aspen Meadow with no prior knowledge of upper and lower case recognition and sounds. Of these two students, one has shown slower growth, due to very little prior knowledge in her home language. She, and all of our EL students, are being supported with an individualized approach that includes differentiated instruction in small groups, one to one instruction with the classroom teacher, and/or time spent working with an intervention teacher. During language development time, students sing songs, recite nursery rhymes and poetry, read predictable books with a lot of repetition, experience hands-on learning, and work on phonemic awareness. When necessary, lessons are retaught or modified based on individual assessment data that is continuously reviewed by the faculty.

With the brevity of the school's tenure, it is too soon to identify students who will be eligible to reclassify as English proficient, but we look forward to reclassifying students as soon as we have time to gather enough data.

Attendance has been a bit of a challenge, with a current Average Daily Attendance (ADA) for the year of 93.3%, short of our goal of at least 95% ADA. Early in the year, bomb threats, clowns and other media reports impacted attendance, and more recently, illness has had an impact. We are implementing a variety of measures to try to boost ADA, including incentives for classroom celebrations based on attendance, calls home when a student is absent, administration/parent meetings and additional home/school communications to ensure all families understand the importance of consistent and timely attendance for even the youngest student, and offering transportation assistance for families with challenges.

As Aspen Meadow continues to grow, our faculty will continue to rely on assessments to drive instruction and customize learning and supports to meet each individual student's needs, as detailed throughout this petition. We are confident that CAASPP results and other state testing will demonstrate the school's success in comparison to nearby traditional schools and district and state averages, as we have seen at VPA.

## **B. ORGANIZATIONAL HISTORY**

Our first school, Aspen Valley Prep, grew organically from the efforts of a group of church members volunteering to help some high-need children and families starting in the late 1990's. As the group spent time offering free after school activities and food, they began to realize that many of the children were failing in school, or completely truant, and the older children were illiterate. All of the students were from poor, unstable home lives, often with drugs and prostitution involved. There was a sense of urgency among the volunteers to help the children. What grew out of that was remarkable. The volunteers continued to feed the students daily, and were soon able to hire a teacher (Shelly Lether (nee Melton), who now serves as the Executive Director. Ms. Lether enrolled more than a dozen children as independent study students and began to teach them. Word spread, and after a short while, the number of students grew so large and the students had such great academic and social success that Ms. Lether and the volunteers petitioned to open a charter school.

In 2004, Valley Preparatory Academy Charter School (now called Aspen Valley Prep, or AVPA) opened its doors in a humble house with 75 students. With regular teaching, accountability and leadership training, the students experienced great success. Several of the students moved in and out of foster care, or were homeless or transient. The group that began working with the students had a 'get it done' attitude and arranged for transportation for students, housing for those who were homeless, and some even became foster parents to provide safe housing in times of chaos for the families. The school maintained high academic and social standards and sought to give the students enriching experiences, taking cross-country field trips to the Grand Canyon, New York and Washington D.C. In the meantime, Aspen Valley Prep moved to accommodate more students. The school leased space on a church campus, initially sharing the campus with the church operations and a private preschool. Over time, demand for AVPA grew so much that an offer was made and an LLC (Jacqueline Gates) was created to purchase the entire 4-1/2 acre church campus in 2013. Funding for the purchase was provided by Central Valley Community Bank and the CDFI through Economic Opportunities Commission. AVPA now leases the campus from the Jacqueline Gates LLC.

In 2014, AVPA was approached by Rescue the Children (RTC), an arm of the Fresno Rescue Mission that provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or women with children. RTC also operates a 12-18 month residential program for women and women with children that provides education and job training to women overcoming crisis circumstances. RTC staff asked if they could send all of the students in their program to AVPA during the 2014-15 school year. RTC's neighborhood elementary school, Addams Elementary, is one of the lowest performing schools in California and very large (more than 800 students), and has a particularly high suspension rate for an elementary school, with reported incidents of violence and other issues.

In an effort to help secure a better educational option for children being served by RTC, AVPA expanded its enrollment from 315 students in 2013-14 to 358 students in 2014-15, adding 2 new classrooms and hiring 2 additional teaching staff. The collaboration has been a tremendous success. Beyond academic growth (one AVPA 2<sup>nd</sup> grader made a remarkable 30 point gain – a grade-level jump -- in math on the NWEA MAPs assessments between last winter and this fall), RTC staff reported that several students had made “180 degree turnarounds” and students were known to say things like, “You don’t understand, I used to be the bad kid at my other school.”

In 2015-16, a second charter petition was submitted to FUSD to replicate AVPA into Aspen Meadow Public School, in large part to help meet community demand through our partnership with RTC and our broader reputation in the community. This school year, both Aspen Meadow and AVPA have enrolled many more students from RTC, continuing in the spirit of the original mission of the school to serve students in crisis situations.

In order to continue supporting this important partnership, we are now working to ensure that all students who come to us from RTC can continue to be enrolled at AVPA or Aspen Meadow even when their families move to more long-term housing. Several mothers have continued to bring their children after moving, yet at times, this can be an onerous effort via public transportation. At Valley Prep Academy, Inc., we are committed to providing the same level of support for students like these, including foster youth who may be relocated while enrolled at our schools.

## **2. CURRENT SUCCESS**

Aspen Meadow's current enrollment of 95 students in grades TK-2 is: 66% Hispanic/Latino, 9% White, 13% African American, 4% Asian, 7% Two or More Races; 96% Free/Reduced Price Lunch (FRPL); 19% English Learners (EL); and 6% students with disabilities (SpEd) (four of our young students are in the process of being evaluated for a potential IEP).

Aspen Valley Prep is now in its 12th year of operation and 3<sup>rd</sup> charter term; AVPA is fully WASC accredited. The school has 365 students in grades TK-6, and more than 78 students on the waitlist with additional families calling almost daily. AVPA's current enrollment is: 63% Hispanic/Latino, 20% White, 8% African American, 4% Asian, 4% Two or More Races; 81.3% Free/Reduced Price Lunch (FRPL); 14% English Learners (EL) with another 7% Reclassified Fluent-English Proficient (RFEP); and 6% students with disabilities (SpEd).

It is important to note that the FRPL percentage does not fully capture the experiences of many of our families who live in severe poverty. Housing and food instability are common issues that our school staff help navigate, along with the stresses of gang violence, domestic violence, substance abuse,

divorce/separation and more. We estimate that throughout the year, approximately 40% of our students experience food instability, thus we provide a full breakfast and lunch for all students, every day.

Our model meets the extraordinary needs of grades TK-6 students through a carefully designed and innovative instructional program that focuses not just on academics, but on the psycho-social developmental needs of our students. We provide an extended day and comprehensive scaffolding and supports for our students, including a full-time on-site counselor, full-time LVN, part-time RN and a full-time campus resource officer. We are proud that our students consistently outperform their peers at nearby public elementary and middle schools on state standardized tests (see below), and our ultimate goal is to develop skills and attributes that will foster lifelong growth and development.

Embedded in all we do is an emphasis on leadership education. We believe that *every* child – and every adult -- can be a leader. We have adopted the globally-acclaimed, standards-aligned school culture program, *Franklin Covey, Seven Habits of Highly Effective People, The Leader in Me*, which emphasizes imperative 21<sup>st</sup> century skills: responsibility, critical thinking, integrity, teamwork, collaboration, listening and speaking, and more. In order to ensure that our students' significant needs are met, our organizational philosophy is to invest in the people who will invest in our students. We provide 14 professional development and common planning days for our elementary teachers, along with time built into the day and week for them to collaborate and learn from and with one another in a Professional Learning Community model. We work hard to provide clear expectations and build relationships and trust among all of our stakeholders, helping to ensure that as students and families interact with our school, they enjoy a culture on campus that one of our board members refers to as "gentle education."

### **C. SCHOOL LEADERSHIP**

AMPS is operated and governed by an accomplished team of experts in educational leadership and classroom instruction:

#### ***Shelly Lether, Executive Director***

Ms. Lether is a highly experienced educational leader with more than 16 years of experience in Fresno Area charter schools, making her one of the pioneers of the charter school movement in Fresno and the San Joaquin Valley. Prior to becoming an administrator and founder of Aspen Valley Prep Academy, Ms. Lether worked as an independent study teacher in grades K-12 in Fresno. At the university level, Ms. Lether has taught charter school leadership to teachers and aspiring administrators through Central Michigan University. She earned a Bachelor's degree in Liberal Studies from National University, and a Master's in Educational Leadership from Central Michigan University. Ms. Lether is active in the community, participating in Fresno Rotary and was in class 27 of Leadership Fresno. She also has participated in Fresno County Women's Chamber of Commerce. She was nominated in 2016 as a Fresno County Office of Education Administrator of the Year.

#### ***Corrie Spees Sands, Academic Director***

Ms. Sands is the Academic Director, with combined responsibility for leading AVPA and supervising the site leader of Aspen Meadow in instructional matters. Ms. Sands is an experienced educational leader who has served in administration for the past five years. She began her administrative career in Central Unified School District, and joined Aspen Valley Prep Academy as Site Director in 2014-15. Ms. Sands previously served as the children's director at First Presbyterian Church, Fresno for five years and prior



to that, taught for eight years in classroom-based schools in Clovis Unified School District and an independent study charter school in Fresno. Ms. Sands holds a Bachelor's degree in Liberal Studies from California State University Fresno, a multiple subject teaching credential from Fresno Pacific University, a Master's degree and administrative credential from California State University Fresno. Ms. Sands has spent time volunteering in the community including mentoring teen moms and serving on the founding board of a local charter school.

***Lisa Taylor, Aspen Site Leader***

A 20-year veteran teacher, serving 8 years at Aspen Valley Prep, Ms. Taylor has taught many grade levels, and is currently site director for Aspen Meadow Public School. Ms. Taylor led the character education and leadership development initiative at AVPA for several years. Ms. Taylor has had training in Restorative Justice, Franklin Covey's *The Seven Habits of Highly Effective People*, *The Leader in Me*, and is a current teacher consultant for The San Joaquin Valley Writing Project, a branch of the National Writing Project and California Writing Project. Ms. Taylor holds an Associate Degree in Early Childhood Development/Nursery School Administration from College of the Sequoias, Visalia, and a Bachelor's degree in Liberal Studies and multiple subject teaching credential from California State University Fresno.

The Aspen Public Schools **Board of Directors** is comprised of highly accomplished and experienced experts in education, business, non-profit management, fundraising and more. The Board Chair, Mr. John Grice, an experienced and highly successful international businessman, has managed large groups and has extensive knowledge in investment banking and project management. Mr. Stephen Paul is an agriculture businessman with 33 years of experience in fresh produce, as well as founder of a successful gourmet food company. Ms. Carrie Zulewski is an entrepreneur and has been a public school advocate for more than 20 years, volunteering countless hours, with particular experience and success in fundraising. Ms. Mary Jane Fitzpatrick spent the last five years as the Recreation Manager for the City of Fresno Parks and Rec department. Her tenure includes major management roles, fundraising and organizational development to provide access to healthy activities for students across Fresno. Ms. Megan Rafferty currently is an Outreach Consultant with Education Results, and has worked on charter school policy, research and advocacy at the national level; she has expertise in special education and previously served on the Board of one of Los Angeles's highest performing charter schools that is a nationally-recognized model for special education inclusion. Sergeant Diana M. Trueba of the Fresno Police Department is the Central Policing District Investigations Supervisor, and has served with the Fresno PD since 2000, first as a 911 Police Dispatcher, and then, since graduating from the Fresno Policy Academy in 2003, as a police officer, detective and supervisor in a variety of capacities. She has been active in the Fresno community with the Fresno Police Officers' Association, Special Olympics, and as a Board member of Family Healing Center. Board Member resumes are attached in Appendix C.

**D. MISSION**

***Transforming the Community by Developing Exceptional Leaders***

- Comprehensive leadership curriculum integrated into all aspects of the school day
- Immersive blend of targeted academic and social-emotional learning
- Customized pathways to success for students, educators, and family leaders
- Advocacy on behalf of accessible, high quality education options for Fresno families
- Contributing network of community partnerships working towards positive social change.

## E. VISION

Through a recent strategic planning process, our Board and staff leaders reevaluated our long-term impact and the core components of our approach. The result of our reflection and discussion includes newly articulated vision and mission statements that serve to align our leadership, staff, families and community on our identity and ultimate purpose.

Our vision as an organization is greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. Our vision at the school level is to work to transform the community by developing exceptional leaders.

Our vision is based on the belief that *every* child – and every adult -- can be a leader. We recognize that our students will have opportunities and face challenges in the future that we cannot even imagine today. Technological advances, the ability of individuals to interact globally in real time, and the vast proliferation of information exchanged all necessitate that our students need to develop skills and attributes inherent in the concept of leadership. Today there is a growing recognition – including via the new California Common Core State Standards (CA CCSS) -- that problem-solving skills, an ability to think creatively, flexibly and analytically, and an ability to leverage resources and discern sources are not ideals, but imperatives.

Through the globally-acclaimed program, *The Leader in Me*, AMPS will continue implement a standards-aligned school culture program that emphasizes critical 21<sup>st</sup> century skills: responsibility, critical thinking, integrity, teamwork, collaboration, listening and speaking, and more. This program, embedded throughout a carefully designed and innovative instructional program that focuses not just on academics, but on the psycho-social developmental needs of our students, will ensure that students matriculate from AMPS well prepared for a rigorous, college-preparatory high school program and go on to enroll in, and complete, a post-secondary degree and embark on meaningful careers.

## II. STUDENTS AMPS WILL EDUCATE

### A. TARGET STUDENT POPULATION

#### 1. ENROLLMENT

AMPS currently has 95 children enrolled in grades TK-2. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the next five years:

	2017-18	2018-19	2019-20	2020-21	2021-22
TK/Kindergarten	56	56	56	56	34
1st grade	44	44	44	44	38
2 <sup>nd</sup> grade	22	44	44	44	44
3 <sup>rd</sup> grade	24	22	46	46	44
4 <sup>th</sup> grade		24	22	46	44
5 <sup>th</sup> grade			24	22	40
6 <sup>th</sup> grade				24	28

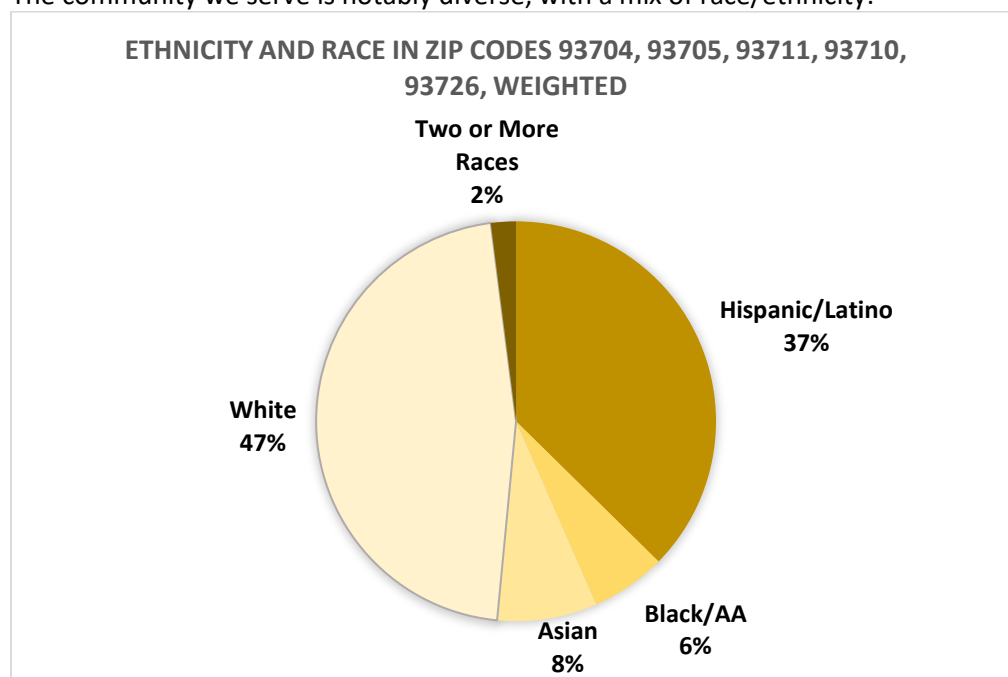
<b>TOTALS</b>	146	190	236	282	276
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## 2. SURROUNDING COMMUNITY AND SURROUNDING SCHOOLS

AMPS’s population of students represents the range of Fresno’s cultural diversity and backgrounds. AMPS serves as an educational alternative for students who are particularly “at-risk” or who present unique learning challenges, including homeless and foster children, the academically accelerated, students who have failed in a traditional school setting, or need special learning accommodations (e.g. visual impairments or learning disabilities).

We intentionally seek to enroll those students who are most underserved: socio-economically disadvantaged (including those in extreme poverty), foster youth, and children who are homeless or experiencing housing instability. With our strong and continuing partnership with Rescue the Children, and other community connections, including CARE Fresno, AMPS seeks to find the students who have the highest need for a stable, successful environment and serve them with the same high quality that we have demonstrated at our sister school, AVPA, for the last 12 years. Our student body is comprised almost entirely of low-income students, with a majority Latino/Hispanic students as well as students who are Caucasian, African American, and Asian. Recent immigrants comprise a significant number of our families. AMPS is open to all students who wish to attend, though we focus our recruitment efforts (see *Element G: Racial and Ethnic Balance*) in Central Fresno.

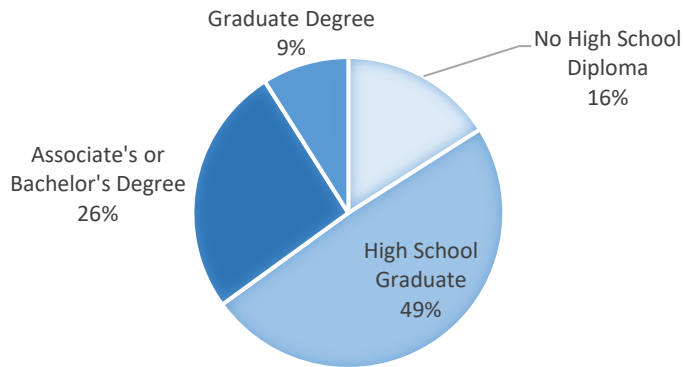
The community we serve is notably diverse, with a mix of race/ethnicity:



Source: [www.factfinder2.census.gov](http://www.factfinder2.census.gov).

The area also includes a broad range of educational attainment, with 65% of residents having just a high school degree or less, and only 35% having a college degree.

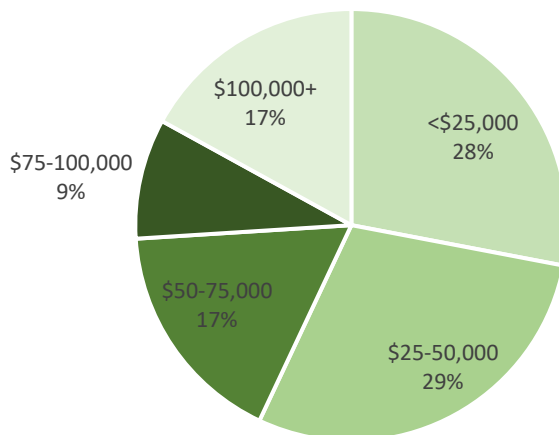
**EDUCATIONAL ATTAINMENT, ZIP CODES 93704, 93705, 93711, 93710, 93726, WEIGHTED**



Source: [www.factfinder2.census.gov](http://www.factfinder2.census.gov).

This range of educational attainment is reflected in the income diversity of the community: 28% of families earn less than \$25,000 per year, while 17% earn more than \$100,000 per year.

**Income, Zip Codes 93704, 93705, 93711, 93710, 93726, Weighted**



Source: [www.factfinder2.census.gov](http://www.factfinder2.census.gov).

In the community surrounding AMPS, 28% of families with children under the age of 18 are living in poverty. Many families are recent immigrants, with 30% of families speak a language other than English at home.

The existing traditional public schools in the area surrounding Aspen are, by all measures, struggling. The seven nearest schools serving the same grades as Aspen (Addams, Centennial, Del Mar, Homan, Slater, Williams and Wilson), have a very similar demographic to Aspen:

	ASPEN	Comparison Schools	Fresno Unified	CA
FRPL	96%	95%	*86%	*59%
EL	19%	26%	*22%	*22%
RFEP	N/A	16%	*18%	*11%
Special Education	6%**	9%	*10%	*11%
Hispanic/Latino	66%	67%	*67%	*54%
African American	13%	13%	*9%	*6%
Asian	4%	8%	*11%	*9%
White	9%	8%	*10%	*24%
Two + Races	7%	2%	*2%	*3%

\*Rates are for all grades, not just K-6.

\*\*Four additional students are currently being evaluated, potentially raising this rate to 11%.

Yet these schools are struggling significantly with academics:

- On the 2013 state rankings, SIX out of these seven schools had a state rank of "1" and the seventh (Wilson) had a state rank of "2."
- On the 2013 state rankings, SIX out of the seven schools had a similar schools rank of "1" - "3" and the seventh (Wilson) had a similar schools rank of "4."
- 2013 3-year weighted API scores ranged from 652 to 740, all well below the state benchmark of 800, and during the three year period of 2011-2013, FIVE of these seven schools lost points on the API, including Williams (lost 49 points over three years) and Del Mar and Homan (both lost 34 points).
- 2016 CAASPP results show a range of 16-24% of students Met/Exceeded state standards in ELA and 12-19% Met/Exceeded standards in Math.

While we do not yet standardized test data – and will not until 2018 when our first class of 3<sup>rd</sup> graders participates in the CAASPP -- based on the internal data we have so far, we are projecting stronger performance on the CAASPPs than our nearby comparison schools, along with significant growth in the coming years as the students who've been with us since Kindergarten age into these tests.

Within this broad spectrum of diverse families, Aspen Meadow seeks to serve those who are most “at-risk” or disadvantaged, including children in poverty, recent immigrants, English Learners and those who face other challenges. We are confident that our proven model with an emphasis on leadership and 21<sup>st</sup> century skills, a differentiated approach to learning, and intensive, holistic supports for students most in need will continue to impact students and their families.

### III. AMPS PREPARES STUDENTS TO BE EDUCATED CITIZENS IN THE 21<sup>ST</sup> CENTURY

Aspen Meadow Public School believes the school’s mission of core academics integrated with leadership education reflects how an educated person will succeed in the 21<sup>st</sup> century. As Nel Noddings has said,

"the main aim of education should be to produce competent, caring, loving, and lovable people." (Noddings, *The Challenge to Care in Schools*, 2005.) We believe that when character development is taught alongside standards-based curriculum, students become productive and healthy members of our community. Our goal is to see each student develop the essential qualities valuable and common to our society and to use those qualities to impact positively his or her personal life and community.

Like many in education today, we believe education is not simply about drilling students to learn concrete facts and skills found in standardized tests, but rather that a 21st century education, in order to be truly successful, must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention. Acclaimed journalist and author Thomas Friedman has noted that for education to be relevant today and to best prepare Americans for the global economy, it must emphasize the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, *The World is Flat*, 2005.) While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in state content standards, we believe our most important jobs as educators is in helping our students learn how to learn, and take on responsibility for their own futures.

Until recently, the abilities that led to success in school, work, and business were characteristic of the left hemisphere. They were the sorts of linear, logical, analytical talents measured by SATs . . . . Today, those capabilities are still necessary. But they're no longer sufficient. In a world upended by outsourcing, deluged with data, and choked with choices, the abilities that matter most are now closer in spirit to the specialties of the right hemisphere – artistry, empathy, seeing the big picture, and pursuing the transcendent.

(Pink, *A Whole New Mind: Moving from the Information Age to the Conceptual Age*, 2005.) Encouraging students to maintain goals of strong personal character and self-responsibility will help them become successful members within their communities, careers and families.

An article by American environmental historian William Cronon, entitled *Only Connect . . . : The Goals of a Liberal Education*, identifies the characteristics of what it means to be educated in the 21st century:

1. They listen and they hear.
2. They read and they understand.
3. They can talk with anyone.
4. They can write clearly and persuasively and movingly.
5. They can solve a wide variety of puzzles and problems.
6. They respect rigor not so much for its own sake but as a way of seeking truth.
7. They practice humility, tolerance, and self-criticism.
8. They understand how to get things done in the world.
9. They nurture and empower the people around them.
10. They follow E. M. Forster's injunction from *Howards End*: "Only connect . . . ."

"More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways . . . listening, reading, writing, talking, puzzle-solving, seeing the world through others' eyes, empowering others, leading—every last one of these things is finally about connecting." (Cronon, *Only Connect...: The Goals of a Liberal Education*, The American Scholar, 1998. 67(4).)

We have seen on a daily basis the power of “connecting” for our underserved students – with core content, with their own methods of learning, with caring adults, and with one another.

#### IV. HOW LEARNING BEST OCCURS

The core of our instructional program is the focus on personalized, differentiated instruction to meet the significant needs of our students and integrate content area learning into real-life contexts, using “scaffolding” and a constructivist, experiential approach.

Students learn *how* to learn by giving them the training to take initiative for their own learning experiences and access higher level thinking skills. Varying modalities of auditory, visual, and kinesthetic learning helps keep students engaged. Teachers are encouraged to enhance lessons with varied activities and hands-on projects that implement collaborative learning techniques. As learning progresses, scaffolds are gradually removed so that students eventually are able to demonstrate comprehension independently.

We believe learning best occurs through:

- **High Expectations:** We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” In order to help all students meet our high expectations, we clearly communicate those expectations, and then provide appropriate, individualized support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes. Students are offered challenging work that requires critical thinking and the ability to articulate one’s ideas. When students are struggling, teachers do not lower their expectations, instead they find creative new ways to teach, they work with colleagues to develop intervention plans for specific students. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more capable peers.” Our teachers continuously analyze student achievement data, then scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement.
- **Small Learning Communities:** At a small school with small sizes, every student is known. Teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning. (Darling-Hammond, *Powerful Learning: What We Know About Teaching for Understanding*, 2008.) As John Dewey wrote decades ago, “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” (Dewey, *Experience and Education*, 1938.)
- **Hands-On, Constructivist Learning:** Through teacher-designed activities and projects, our students learn by doing, with an individualized, differentiated approach that ensures that instruction is personalized for the needs of each learner. Learning is fun, interactive and meaningful. Learning is a social process that happens best in a dynamic and effective community. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.” (Piaget, *To Understand is to Invent*, 1973.) The needs of individual learners are recognized and met.
- **Relevant, Meaningful Instruction:** We constantly work to ensure that our students understand the “real world” connection of their learning in the context of their own experience, and

develop critical skills and motivation to succeed. We seek to engage children’s natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. (Freire, *Pedagogy of the Oppressed*, 1970.) If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” (Darling-Hammond, 2008.) Teachers offer students autonomy to self-select reading, writing and other learning (with guidance, e.g., leveled readers where students select any book in their level), and simultaneously demand students take responsibility for their own learning and their community via self-reflection and self-assessment.

- **Backward Planning:** Our instruction starts first with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the CCSS, and going backwards to devise the lessons and assessments that achieve and measure success. Teachers “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.” (Wiggins & McTighe, *Understanding by Design*, 1998.) Students know the criteria and can judge their own work.
- **Character Development:** A fundamental core of our operations, we emphasize our young students’ psycho-social development and sense of “belonging”; including an emphasis on compassionate communication as we help our students develop critical communication and character skills. Schools should “promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience.” (Noddings, 2005.)
- **Multiple Intelligences/Balanced Instruction:** We believe that when children are given the opportunity to express their skills, talents and intelligence across a variety of contexts in a balanced approach to learning, they are able to realize more success and develop more confidence, thereby enhancing their ability to succeed across different realms. “It is of the utmost importance that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences. . . . If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Gardner, *Multiple Intelligences: New Horizons*, 2006.)
- **Developing and Supporting Teachers:** A comprehensive professional development program, meaningful teacher evaluations that incorporate numerous reflection points, and a distributive leadership structure are designed to ensure that each member of our faculty is continuously supported and mentored in continuously developing his/her teaching practice. Teachers meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. We ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn “best practices,” plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

## V. AMPS WILL ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS



Our program has been carefully designed to develop students to be self-motivated and competent, who view *themselves* as life-long learners:

- Self-motivated learners: Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered differentiated, hands-on instruction, (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic *self-motivation* to learn.
- Competent learners: Through “backwards design” and a relentless focus on student achievement data, teachers ensure that learning objectives are met by students. Students are continuously asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.
- Life-long Learners: Beyond mastering specific skills and facts, students learn *how* to learn. As students actively participate in their own learning, they see the relevance and applications of their education to their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students develop a lifelong ability to continue to learn.

Students at AMPS develop a solid foundation that will serve them well in secondary school, college and beyond.

## **VI. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(A)(5)(A)(ii)**

Student academic and personal progress is of the highest priority at AMPS. We recognize the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating growth and progress throughout their schooling. One way we ensure this is by complying with the eight State Priorities as outlined in Education Code 52060. AMPS pursues a detailed set of schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

Element B contains additional details about AMPS’s annual goals and methods of assessment for all pupils, pursuant to California Education Code § 52052. On an annual basis, we engage stakeholders in preparing a Local Control and Accountability Plan, that sets goals for each of the eight state priorities identified in California Education Code § 52060(d), including specific annual actions the school takes to achieve each of the identified annual goals and fiscal allocations to support these actions.

AMPS has identified goals for each of the areas contained in the state’s eight priorities for education. Below is a list of those goals and the actions that we will take to achieve them. For those goals related to pupil outcomes, assessment methods and outcome measures are described in Element B and C.

<b>Pupil Outcomes</b>	<b>Assessments Used</b>	<b>Frequency</b>	<b>Goal/Expected Outcome</b>	<b>Progress Targets</b>
<b>Performance Goals</b>				
<b>State Priority #1:</b> AMPS will ensure all core classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization.	Employee folders	Annually	100% of teachers are properly certified and assigned (Interns will be properly permitted)	100% of teachers, all years
<b>State Priority #1:</b> All students, including all significant subgroups, will have access to standards-aligned (including Common Core) materials and additional materials as outlined in charter petition.	Inventory List; classroom observation	Annually	100% of students have access to standards-aligned materials and technology	100% of students, all years
<b>State Priority #1:</b> The school facilities will be clean and maintained in good repair.	Daily spot checks and Site Inspection List	Daily, Annually	Clean and maintained facilities	≥ 90% of items in compliance or good standing, all years
<b>State Priority #2:</b> Fully implement AMPS model of instruction, with emphasis on differentiated instruction, multiple intelligences, intensive intervention/support and leadership/21 <sup>st</sup> century skills development in a CA Common Core State Standards (CCSS)-aligned curriculum.	Lesson plans and curriculum pacing; state standardized tests (grades 3-6)	Weekly and quarterly review; annual CAASPP	100% implementation of Math and ELA Common Core in all grade levels and classrooms	100% implementation of Math and ELA common core all years, Next Gen Science Standards implementation as released
<b>State Priority #3:</b> Provide multiple opportunities for parent/guardian involvement in school life and ease of home-school communication; and ensure parent/guardian involvement in decision-making.	Sign-in sheets; Parent surveys	Ongoing events with annual review; Annual surveys	Parents will attend at least one school event and indicate satisfaction with the school's program	-- Y1 ≥ 85% of parents will attend at least one school event and ≥ 85% parent satisfaction -- Y2+ goals will be reset annually with overall goal of ≥ 90% attendance and ≥ 90% parent satisfaction

<p><b>State Priority #4:</b> All students, including all significant subgroups, will meet/exceed state and federal targets for growth on the CAASPP and EL reclassification rates.</p>	<p>CAASPPs (grades 3-6)</p> <p>NWEA MAPs benchmark assessments</p> <p>EL reclassification rates</p> <p>student folders</p>	<p>Annually</p> <p>Three times annually</p> <p>Annually</p>	<p>Meet participation rate goals; annual achievement and growth will meet or exceed comparable surrounding schools; EL reclassification will meet/exceed comparable schools.</p>	<p>-- CAASPP participation rate <math>\geq</math> 95%</p> <p>-- 2017-18 baseline: percentage of students who Meet/Exceed standards on CAASPP <math>\geq</math> comparable surrounding schools</p> <p>-- Annual federal/state growth measure: meet/exceed annual growth target</p> <p>-- EL reclassification rate will meet/exceed comparable surrounding schools</p> <p>-- SpEd students will demonstrate appropriate progress toward stated goals in their IEPs each year</p>
<p><b>State Priority #5:</b> Maintain a high ADA rate, low chronic absenteeism rate and low dropout rates.</p>	<p>Attendance records, student folders</p>	<p>Daily, Annually</p>	<p>Establish benchmarks in Y1 with growth rates (schoolwide and subgroup) set annually</p>	<p>-- ADA will be at least 95% with specific targets set annually</p> <p>-- Chronic absenteeism <math>&lt;</math>2.5%; specific school wide and subgroup target set annually</p>

				-- Dropout rate goal of <.5% with specific schoolwide and subgroup targets set annually
<b>State Priority #6:</b> Maintain suspension and expulsion rates lower than similar surrounding schools and achieve student satisfaction regarding safety and school connectedness	Suspension/expulsion rates  Student surveys	Annually  Annually	Benchmark rates established Y1; specific schoolwide and subgroup growth targets set annually	Y1 goal of <.5 suspension/expulsion; 85% student satisfaction on surveys regarding safety and school connectedness
<b>State Priority #7:</b> All students, including student subgroups, will have access to academic and educational enrichment programs as outlined in school charter	Master bell schedules and class assignments.	Annually	100% of students have access to enrichment programs	100% of student access all years
<b>State Priority #8:</b> All students will engage in comprehensive leadership education through <i>The Leader in Me</i> as detailed in the charter petition.	School-designed rubrics for each grade level.	Ongoing, tied to curriculum pacing and grade level goals.	100% of students will develop critical leadership skills and attributes	100% of students will demonstrate mastery and annual growth on school-designed rubrics.

## VII. AMPS'S FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

We believe that all children can meet and exceed state standards when they are given high expectations and an individualized, supportive environment in which to excel. Throughout the state, charter schools such as KIPP, High Tech High network in San Diego, Envision Schools in the Bay Area and more locally, Edison Bethune, have shown that typically under-performing students can reach rigorous academic benchmarks when high expectations are set and quality teachers present an engaging curriculum.

### A. TEACHING METHODOLOGIES

First and foremost, we believe strongly in supporting and coaching teachers to be the best they can be. Simply put, the best curriculum and instructional methodologies are meaningless without effective teachers to implement our program. Our program is grounded in the following key principles gleaned by

the acclaimed researcher Linda Darling-Hammond through extensive research on effective teaching:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field.
- Effective teachers engage students in active learning, so that they apply and test what they know.
- Effective teachers draw connections to students' prior knowledge and experiences.
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.
- Effective teachers assess student learning continuously and adapt teaching to student needs.
- Effective teachers provide clear standards and constant feedback.
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)

As teachers implement their lesson plans, they continuously assess their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program is driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers continuously look at student work and questions in order to inform, structure and refine their instructional practice.

Just as we set goals for our students each year, so too teachers have personal goals for their own teaching practice. Curriculum and teacher effectiveness are assessed based on data analysis of multiple measures. This allows teachers to design short and long term academic goals with specific classes and/or students, implement learning strategies designed to increase student achievement, and make refinements to their own teaching. Academic goals and strategies are discussed and implemented with the Site Director during regularly scheduled, collaborative Instructional Meetings.

All instruction starts first with the California Common Core State Standards (CCSS), including the Next Generation Science Standards, and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Teachers collaboratively plan units of study using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). There are three steps to this process:

*1. Identify desired results:* Beginning with the CA State Standards, teachers determine a three-tiered hierarchical set of learning expectations:

- Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they are guided by thinking about the extent to which the idea, topic or process: (1) represents a 'big idea' having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires "uncoverage" to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. *Aligning Assessments to the Desired Results*: Teachers shape their standards-based instruction into larger projects and thematic units, and assess mastery in an explicit way. Teachers assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods include online assessments, quizzes or tests aligned with the style students encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. *Differentiating Instruction to Meet the Needs of All Learners*: Teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

The following describes in more detail the methodologies we employ to ensure our students will master the content standards:

- (1) Constructivist/Hands-On Learning
- (2) Multiple Intelligences/Balanced Instruction
- (3) Blended/Targeted Learning through Data Analysis
- (4) *Leader in Me* Leadership Education

### **1. CONSTRUCTIVIST/HANDS-ON LEARNING**

Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, providing immediate feedback, encouraging them to explore their own and other students’ ideas, and helping develop communication and interpersonal skills.

Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. Each experience is an opportunity to construct new meaning through discussion, collaboration, and reflection to integrate new concepts. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of CCSS content standards.

Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991). In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

A constructivist approach is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. Numerous independent researchers have documented the success of the constructivist model of education with historically underserved populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.) Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998; Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002. "To meet your students where they are, first you have to find them.")

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when they can build on topics of interest, as "modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence." (Tomlinson, 2003.) At AMPS, we embrace the notion that what works for one student and what holds meaning and resonance for one will not work for all, thus teachers are supported in continuously adapting learning to serve student needs, rather than expecting students to adapt to the curriculum.

So what does a constructivist classroom look like? Our teachers are guided by five key elements evident in constructivist classrooms (Brooks and Brooks):

1. *Seek and Value the Student's Point of View.* Teachers start by asking about students' understanding of concepts in order to identify misconceptions, assess understanding relative to the grade level standards for the topic at hand, and to challenge students' thinking. Teachers are also encouraged to adapt lessons and shift strategies to meet student need and interest, and nurture students' natural curiosities to engage students in the learning process.
2. *Challenge Students' Suppositions.* Teachers support or contravene students' suppositions about how the world works as students master subject content. Teachers encourage students' autonomy and initiative to explore, investigate, hypothesize, correct, adjust, reflect, and assess all while taking responsibility for their own learning.
3. *Pose Complex Problems That Are Relevant and Encompass Skills and Concepts in the Standards.* Relevance, meaning, and interest are not automatically embedded within subject areas or topics. While one topic is boring to some, it is fascinating to others. Relevance emerges from the learner. Acknowledging the central role of the learner,

teachers structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills.

4. *Build units of study around “big ideas” and interrelated concepts across curricular areas.* Learning is not about memorizing isolated facts or skills necessary to pass tests, but rather, mastering facts and skills so that this learning can be applied to new and different contexts and gain understanding of how the parts relate to the wholes. Teachers ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning.
5. *Assess student mastery in the context of daily instruction.* School time is not spent in segregated activities of learning and assessing, but rather, assessment is embedded throughout the learning as students engage with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

## 2. MULTIPLE INTELLIGENCES/BALANCED INSTRUCTION

We embrace a “whole child” approach, drawing from acclaimed theories of human development such as Howard Gardner’s Multiple Intelligence Theory, to ensure that students have ample opportunity to develop all areas of their talents and interests, beyond the four core academic subjects. As Gardner has explained, rather than measuring intelligence as one finite figure or concept, “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, . . . *intelligences*. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner, *Multiple Intelligences: New Horizons*, 2006.) Specifically, Gardner has identified eight broad areas of intelligence, some of which align clearly with the four core academic subject areas, while others cross subjects and realms:

**Linguistic intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

**Logical-mathematical intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

**Musical intelligence** involves the capacity to distinguish the whole realm of sound, and in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre, mood) both separately and holistically.

**Bodily-kinesthetic intelligence** involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.

**Spatial intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one’s perceptions, even in the absence of the relevant visual stimuli.



**Interpersonal intelligence** relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others' intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

**Intrapersonal intelligence** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. "The first, and most important, ability you can develop in a flat world is the ability to 'learn how to learn' – to constantly absorb, and teach yourself. . . ." (Friedman)

**Naturalist intelligence** (added to Gardner's theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society. (Kornhaber, *What's Policy Got to Do With It?*, [Multiple Intelligences Around the World](#), 2009.)

At AMPS, the philosophy that every student can learn permeates our academic and behavioral instruction. This philosophy works best when paired with opportunities for students to express their learning in different ways, working from a strengths-based perspective. Our faculty all receive training on Multiple Intelligence theory and ways to leverage students' strengths throughout instruction and multiple measures in assessment. Making space for multiple intelligences is another way our organization uses to make an environment where kids can connect to the standards and demonstrate mastery.

### **3. BLENDED LEARNING**

A critical tool in our effort to personalize learning for each student is the use of blended learning. Students use an ever-growing body of online curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Students utilize both free websites such as MobyMax, BrainPop, Achieve 3000, Khan Academy, PBSkids.org, BrainGenie, Buzzmath, IXL, eScience, Lexia Core5, CK-12, Mangahigh, PhET simulations and more to engage in interactive, personalized learning.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

Blended learning offers a number of advantages:

- *Differentiated learning technology:* Students who are behind grade level can build the core skills they need, while those that are on grade level or above can push ahead. Teachers can lead small-group instruction based on where each student is in relation to grade level expectations.
- *Real-time data:* As students use these programs, data is automatically generated for teachers to see which skills students have mastered, and which require more instruction. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs. This allows teachers to more effectively make immediate adjustments during a lesson or in preparation for a lesson to meet students' needs.
- *Student Engagement and Small Group Instruction:* Today's tech-savvy students become engaged and want to participate in their learning when curriculum is provided via highly interactive, engaging games and other online experiences. Because the programs meet students at their levels, students are much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help a teachers group students by levels and having some students work on the technology while others are working directly with the teacher in a smaller group.
- *Support for English Learners:* Several programs have proven to be particularly effective for English Learners, utilizing visual cues to scaffold language development as student engage in math, for example. Achieve 3000, a literacy program, has customized supports for English Learners built into the software.
- *Tech Skills Development:* CAASPP online assessments require that students be comfortable with technology; 21<sup>st</sup> century jobs inevitably require tech proficiency. Starting in Transitional Kindergarten, students have regular access to technology and be able to master the practical technology usage and application skills that are imperative in today's world. Students learn specific tech skills and engage in research and creation of presentations with technology. Programs such as [freetypinggame.net](http://freetypinggame.net), [lessonplanet.com](http://lessonplanet.com), and research sites such as [yahooligans.com](http://yahooligans.com), [bensguide.gpo.gov](http://bensguide.gpo.gov), [lawforkids.org](http://lawforkids.org) and dozens more will be used to enrich student learning.

While the field of online learning is rapidly developing, the following are some of the core programs we use:

Curriculum	Subject	Description
<b>MobyMax</b>	ALL	Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. It provides an excellent opportunity for differentiation in the classroom.

<b>Achieve 3000</b>	Language Arts	Provides individualized instruction in expository reading comprehension, vocabulary and writing based on research from the respected literacy expert, Carol Tomlinson. As a student's lexile level increases, the text adjusts to increase the challenge for that student. The program highlights and defines key vocabulary for understanding the text, and asks the student to respond to questions in writing. Achieve 3000 has been particularly effective with English Learners and other high-need populations.
<b>BrainPop and BrainPop Jr.</b>	ALL	Helps introduce new topics and illustrate complex concepts in math, reading, writing, science, and social studies through animated videos.
<b>Eureka Math</b>	Math	CCSS aligned curriculum written after the implementation of the new standards, with both professional development and curriculum based videos available for providing support to teachers and students.
<b>IXL</b>	Math	Unlimited practice problems specifically tailored for and aligned to common core standards. Also displays proficiency scores in standards so you can keep track of what students are gaining competence in specifically. Explains when students get an answer wrong but does not teach concepts. Best used in combination with another tool.
Lexia Core5	All	Lexia Reading Core5 supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.
Smarty Ants	TK-2 ELA	The path to college and career literacy begins with Smarty Ants®, an effective, research-driven solution that differentiates instruction in foundational reading skills and accelerates student achievement – all in an engaging, interactive, online learning environment. Adaptive content system that continually measures student progress and adjusts instruction accordingly. Robust learning scaffolds (including Spanish-language audio) and embedded assessments in every lesson. Real-time data reports, point-of-use videos, and on-demand instructional resources for educators. Anytime, anywhere access at school or at home for 24/7 learning and even greater literacy gains
Summit Basecamp Personalized Learning Platform (5th-6th)	Math(5th) All core subjects (6th)	Summit Basecamp is a (free to public schools) program that helps public schools bring personalized learning into their classrooms. Students are active, engaged participants in their education and drive their own success. Lessons are meaningful because content is applied to authentic, real-life situations. Students connect their daily decisions, actions and behaviors to their long-term goals.

In addition to these online curriculum resources, AMPS uses Edmodo, an online communication and collaboration system that enables teachers, parents and students to collaborate and exchange information (e.g., students can ask questions about homework assignments that their peers or teachers can answer, in real time; teachers can post information about assignments and upcoming tests and projects; parents can see students' grades; and much more.)

AMPS has a 1:1 computer ratio for all students in grades 1-2 and a 1:2 computer ratio for grades TK-K.

Future grades will have a minimum of 1:2 ratio. Our mobile computer carts ensure each student has frequent exposure to computer learning. We provide students with safe and secure internet access for learning. Our faculty have extensive training in implementing and using on-line curriculum and assessment tools (see *Professional Development*, below).

#### 4. THE LEADER IN ME LEADERSHIP EDUCATION PROGRAM

Character development is the keystone to our school program. As noted in the Introduction, Aspen Valley Prep Academy Charter School was named a “2015 California School of Character” – *the only school to be recognized in California* -- by character.org (formerly known as Character Education Partnership), a national educational organization devoted to defining and encouraging effective practices and approaches to quality character education. Numerous studies have documented the impact students’ social-emotional state – embodied in the character traits we emphasize -- has on learning and academic outcomes, ranging from a student’s fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process. (Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011). <http://www.edutopia.org/sel-research-learning-outcomes#definition>

AMPS’s recognition from character.org is based on their definition of *11 Principles of Effective Character Education*:

### ELEVEN PRINCIPLES OF CHARACTER EDUCATION

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#### Effective character education:

- PRINCIPLE 1 Promotes core values.
  - PRINCIPLE 2 Defines “character” to include thinking, feeling, and doing.
  - PRINCIPLE 3 Uses a comprehensive approach.
  - PRINCIPLE 4 Creates a caring community.
  - PRINCIPLE 5 Provides students with opportunities for moral action.
  - PRINCIPLE 6 Offers a meaningful and challenging academic curriculum.
  - PRINCIPLE 7 Fosters students’ self-motivation.
  - PRINCIPLE 8 Engages staff as a learning community.
  - PRINCIPLE 9 Fosters shared leadership.
  - PRINCIPLE 10 Engages families and community members as partners.
  - PRINCIPLE 11 Assesses the culture and climate of the school.
-

“In schools of character, adults embrace their critical role as models. Teachers work together as professionals—and with parents and community members as partners—to positively shape the social, emotional, and character development of the young people entrusted to them each day. Students in these schools feel safe, respected, and connected to those around them, allowing them to thrive academically and socially and be motivated to give back to their communities.

*Bullying is rare*

*Cheating and discipline problems decline*

*Test scores, grades, and homework completion go up*

*Attendance and graduation rates are high*

*Dropout rates are low*

*Achievement gaps are narrowed*

*Teacher retention and satisfaction are high*

*Parent satisfaction and engagement rates are high*

*Student engagement and involvement is high.”*

(character.org)

AMPS’s teachers these values through Franklin Covey’s *7 Habits of Happy Kids (The Leader in Me)* with the embedded character traits of:

- Trustworthiness
- Empathy
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship
- Honesty
- Courage
- Diligence
- Integrity

Our goal is to see each student develop the essential qualities valuable and common to our society and to use those qualities to impact positively his or her personal life and community. Our core values are reflected in the statement “Leaders who are respectful, empathetic and inspiring.” We emphasize with our students that “Character is doing the right thing whether anyone is looking or not.”

Character traits are taught through *The 7 Habits of Happy Kids* by Stephen Covey:

### **THE 7 HABITS OF HAPPY KIDS**

#### **Habit 1 — Be Proactive**

*You're in Charge*

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

#### **Habit 2 — Begin with the End in Mind**

*Have a Plan*

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

**Habit 3 — Put First Things First**

*Work First, Then Play*

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

**Habit 4 — Think Win-Win**

*Everyone Can Win*

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

**Habit 5 — Seek First to Understand, Then to Be Understood**

*Listen Before You Talk*

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

**Habit 6 — Synergize**

*Together Is Better*

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

**Habit 7 — Sharpen The Saw**

*Balance Feels Best*

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

(Covey, *The 7 Habits of Happy Kids*, 2011.)

***Components of our Leadership Development Program***

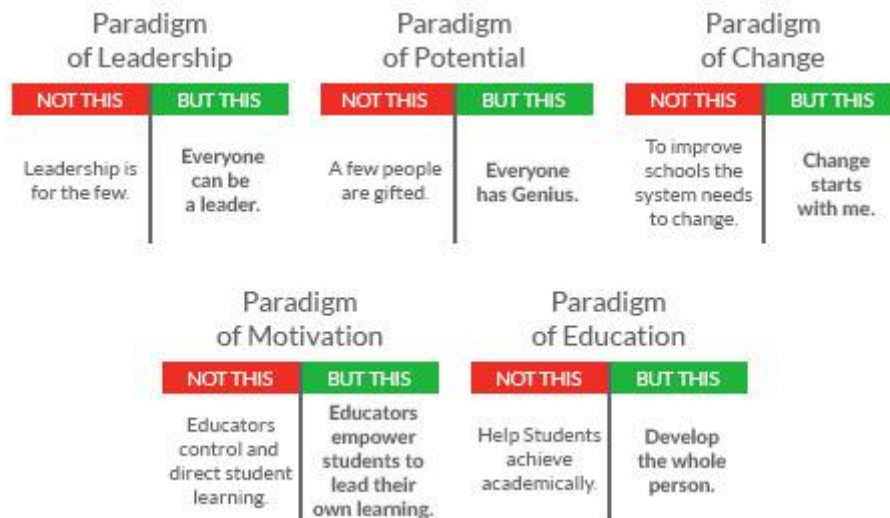
Our leadership development program is embedded throughout school life, with all stakeholders – students, teachers, administrators, staff, Board members, parents and community members all involved. The main goal is to shift away from the typical 'sage on the stage' model of teacher and staff led school, to a 'guide on the side' model.

As we work to "develop exceptional leaders," we mean that all of our students have experiences and recognize qualities of leadership. When commonly recognized and admired leaders – in any realm – as asked how they got to where they are, they inevitably refer to past experience, practice, failure, and reflection. We support our students in having hands-on experience through their academic work to try new things, to explore, investigate, and engage with the content. This helps them develop intrinsic motivation to learn and to grow. We relinquish control and our faculty become the "guide on the side" as student explore the standards-based content in a deeper way. We also relinquish control over some aspects of the day in order to ensure students have opportunities to practice tangible leadership skills, like collaborative decision-making, public speaking, organizing activities and more. For example, students help to lead assemblies, including preparation, design and public speaking, and are invited to design 'action teams' to address areas of school life (academic, environment, social) that can be improved through their efforts. Through these hands-on activities – in the classroom, in schoolwide activities and events – we also give our students the opportunity to fail. We help our students understand that failure is a significant part of learning and growth – and has led to some of the world's most important discoveries – and that persistence and reflection can ensure "failure" leads to success.

Allowing environments for learning where failure is part of exploration, and learning is reflective, makes it safe to take risks in order to grow.

As students continue to drive the direction for our school, we anticipate they will leave our environment not only ready to learn, but ready to transform their community.

As illustrated in the following graphic from *The Leader in Me*, five “core paradigms” encompass the program. “Instead of seeing children through the lens of a normal distribution curve—some kids are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.” (theleaderinme.org)



The following are some of the ways in which we implement the program across the school:

*Classroom Respect Agreements:* As a preventative part of the school wide discipline policy, teachers and students work together at the beginning of each school year to develop a Respect Agreement. These agreements are posted in the classroom and serve as a visual reminder that each member of the classroom community serves as a vital part. The idea that “Trust grows when agreements are made and kept” helps encourage students to keep their agreement to respect themselves and others.

*Daily Meet and Greet:* Teachers meet every student at the door with a handshake, fistbump, etc. and a greeting with eye contact. First 15-30 minutes is reserved for a leadership time with emphasis on the 7 Habits and their application. The morning gathering in each classroom is designed to intentionally teach and develop leadership skills, with opportunities that allow students choice and ownership of program goals, and opportunities for reflection (class journaling) that focus on leadership development.

*Leadership time:* Every morning, the first thirty minutes of the day is devoted to leadership time. During this time the students learn the 7 habits and other character lessons through the Leader in Me curriculum, Sanford Harmony curriculum, and/or WiseSkills.

*Monthly Schoolwide "Habit" Focus:* students survey all 7 Habits in *The Leader in Me* in the first 7 weeks of school in grade-appropriate ways; each Habit is then taught more in-depth in subsequent months.

*Quarterly Celebration Assembly:* Students lead quarterly character assemblies that accentuate the current habit. Parents/guardians and friends are invited to take part in these gatherings. The assemblies are one way in which students can practice leadership skills.

*Service-learning projects:* Student-directed opportunities for service to both our internal community at school, and our surrounding community.

*Leadership Skills:* Students are given opportunities to demonstrate and practice leadership skills in diverse ways, as classroom leaders (e.g., messenger, homework collector, line leader, health monitor, supplies director, etc), as speakers at assemblies, as environmental details on campus to reflect our Leader in Me work (murals, mosaics, plants, etc.), every student has a role. Regular journaling on leadership encourages student reflection. Student report cards include specific leadership traits, and students set goals for their own leadership development, with their parents and teachers.

*WiseSkills Character Curriculum:* tools to support intentional teaching of personal character development.

*Sanford Harmony:* The goal of Harmony is to incorporate specialized teaching strategies into classroom activities—from preschool through sixth grade—in an effort to reduce bullying, and help develop the youth of today into tolerant, compassionate, and caring adults for the future. Harmony can be easily incorporated into lesson plans in as little as five minutes a day, and is aligned with Common Core state standard, national, and district learning initiatives.

*Discipline That Restores:* The Discipline That Restores (DTR) model is the foundation of our discipline policy, with skills explicitly taught and specific strategies used to manage conflict and unwanted behaviors. DTR focuses on:

- Restorative conflict resolution: positive skills taught to students that lead to relationship restoration
- Logical Response Consequences: opportunities to connect mistakes to learning that will prevent repetition of the same mistakes, often determined by student who earned consequence
- Peacemaking Process: intentional process, with varying levels of mediation, for students to make peace and make things right after a conflict occurs
- Peer mediation: training for students using curriculum to equip students to lead other students through a process of conflict resolution with positive resolution
- Respect agreements among teachers, students, school and other staff: these are agreements collaboratively created by each group that address respect to others and the environment
- Cooperative conflict resolution.

Throughout the program, all adults are expected to model the core values consistently. In addition to attending assemblies where leadership qualities are emphasized, parents are invited to a monthly breakfast with the Executive Director to discuss the leadership program and other school issues. All stakeholders in the school are asked to volunteer for leadership roles – our *Lighthouse Team* includes representatives from admin, office staff, one teacher from each grade level, student reps and parents to guide leadership development school wide. The *Student Lighthouse Team* is a student advisory team to guide leadership action teams formation and to advise the Lighthouse Team. These students will



generate ideas about leading the school (planning events, designing murals, initiating service projects, etc.) and recruit other students onto action teams to set the plans in motion.

## **B. CURRICULUM**

Teachers implement an academically challenging and integrated curriculum, incorporating California standards, including the new Common Core State Standards and Next Gen Science Standards. Purchased curricular materials are used as a basis upon which teachers build. (See *Section C: Textbooks and Other Instructional Resources*, below for further details.)

AMPS's core curriculum is aligned to the California Common Core State Standards (CCSS) and Frameworks for Instructional Design. Teachers align all lesson plans to CCSS (including methods for differentiating instruction for ELs and students with special needs), introduce the standard during the lesson (on whiteboard or Mimio/interactive whiteboard), ask students to say the standard, and then repeat the standard learned in their own words during the lesson conclusion.

Listed below is each core subject, the educational goals and current instructional materials.

### **1. ENGLISH LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT**

The elements of the ELA program are aligned to the four strands of the *California Common Core Standards in English Language Arts* as well as the *California English Language Arts/English Language Development Framework*<sup>3</sup>: Reading, Writing, Listening and Speaking. These are each detailed here, followed by a synopsis of our primary ELA curriculum sources.

#### **a. Reading**

The reading instruction program educates students to be highly capable readers with the ability to apply their comprehension and analytical skills in becoming fully functioning citizens in our democracy. We believe high levels of comprehension in all genres builds the foundation for academic success. We provide students with English Language Arts instruction that results in the ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts. We take a balanced approach that some reading material should be at independent reading levels, some more difficult for particularly interesting topics, and, finally, some challenging text (stretch text) for instruction which needs to be scaffolded.

With *Wit & Wisdom*, every text a student touches is authentic and of the highest quality. Students use these texts at every turn — to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary. Instead of basals, students read books they love, to build knowledge of important topics and master literacy skills. All students read and communicate about grade-level texts, with suggestions for support included at key moments in lessons. *Wit & Wisdom* is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. At the core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of 30 lessons which are covered in 6-8 weeks of study. All modules integrate reading, writing, speaking, listening and language instruction.

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<sup>3</sup> <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-6 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in kindergarten, students listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

We will adopt Summit Basecamp for sixth grade curriculum (Currently used at Aspen Valley Prep's 6<sup>th</sup> grade and Aspen Ridge for 7-12). Summit Basecamp, an online learning platform that is responsive to individual student's needs, provides a personalized learning approach that encourages students to drive

their own education by determining for themselves how they learn best, setting goals and developing habits of success. Summit Basecamp facilitates teachers customization of instruction to meet students' individual needs and interests, while still allowing students to self-direct. Receiving the “gold stamp” from SCALE at Stanford University, this project-based curriculum is teacher-created, standards-aligned, and customizable. It includes nearly 200 deeper learning projects and over 700 “Playlists” (libraries of learning content) and assessments. Through Summit Basecamp as well as texts in prints, teachers select grade-appropriate core literature that exhibits the depth and complexity demanded by the CA CCSS.

Teachers will use quality literature from the California state list of recommended literature for TK-6. We will use books that reflect the ongoing interdisciplinary study of the classroom. Informational texts including primary documents, historical fiction, science texts, newspaper and magazine articles, plays and more are used throughout the ELA, History/Social Science, Science and Math curriculum.

### **b. Writing**

Writing instruction is rooted in a constructivist approach. Students select topics that are close to their hearts and write for real audiences, not just their classroom teacher. Teachers work together in grade-level teams to develop standards-based units centered on deep, essential questions, which culminate in writing projects. As children write, they use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing that they have analyzed in models that they have read. Children who write become more fluent in reading. Grammar and spelling are taught throughout the writing process and supplemented by direct instruction of standards-based skills at each grade level as appropriate.

Our structured daily writing program is directly aligned to the new Common Core emphasis on writing. The chief component of the writing program in grades TK-6 will be the acclaimed Writer’s Workshop, based on the Lucy Calkins’/Teachers College Writer's Workshop model. Writer’s Workshop is based on the constructivist principle that learning to write is as much about the process as the product, and thus emphasizes how to enjoy writing at the same time as reaching the goal of becoming competent writers.

*Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes Standard 2: Write informative/explanatory texts:*

<b>Grade</b>	<b>Complexity</b>
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
1 <sup>st</sup>	Name a topic, supply some facts about the topic, and provide some sense of closure.
2 <sup>nd</sup>	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3 <sup>rd</sup>	Examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
4 <sup>th</sup>	Examine a topic and convey ideas and information clearly.

	<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
5 <sup>th</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
6 <sup>th</sup>	<p>Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>

In grade 6 Summit Basecamp online curricula, students conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. They also gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Finally, students draw evidence from literary or informational texts to support analysis, reflection, and research.

### **c. Listening and Speaking**

Based on the ELA and ELD standards for listening, students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students are taught how to focus their

attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping.

Listening and speaking skills are both directly taught and embedded into all activities and academic subjects. This is largely based on the Responsive Classroom approach to teaching. Across grades TK-6, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Students, at varying levels of depth and complexity depending on grade level, also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students strategically use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **d. ELA Curriculum Materials**

##### *Fountas & Pinnell Literacy Phonics (TK-Grade 3)*

Fountas & Pinnell Phonics Lessons in grades TK-3 provide scientific information about the complex, intricate relationships between letters and sounds and the ways in which they work to support developing readers. Each student book is a complete Phonics and Word Study Curriculum for each of the primary grades. With 100 Mini-lessons for each of the grade levels, teachers use the month-by-month planning guide, the assessment checklists, and the lesson selection map to choose the lessons that align with students' needs and the Word Study Continuum. The Continuum encompasses nine scientific categories of learning:

- Early Literacy Concepts
- High-Frequency Words
- Phonological and Phonemic Awareness
- Spelling Patterns
- Letter Knowledge
- Word Structure
- Letter/Sound Relationships
- Word-Solving Actions
- Word Meaning

##### *Wit & Wisdom*

*Wit & Wisdom* is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. At the core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of 30 lessons which are covered in 6-8 weeks of study. All modules integrate reading, writing, speaking, listening and language instruction.

Students are practicing reading, writing, speaking, listening, and language based in text. All strands of the standards are integrated throughout each module with:

Instructional Routines that empower students to tackle complex texts with increasing independence within and across grades.

Text-Dependent Questions to guide students to a deep understanding and establish a basis for the use of evidence in oral and written communication.

- Explicit Writing Instruction to empower students to write essays, narratives, arguments, and informational pieces.
- Text-Based Vocabulary that provides the basis for morphology and word work.
- Formative Assessments that inform teachers and students on progress towards knowledge and skill mastery.

#### *Common Core Curriculum- 6th grade*

This resource was created by teachers, for teachers. This book presents a comprehensive, coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grade 6. Each grade is broken down into six units that include focus standards, suggested works, sample activities and assessments, lesson plans, etc. Teachers can use the maps to plan the year and craft more detailed lesson plans. Many of the texts are taught through leveled Guided Reading groups.

#### *Moby Max*

This is an online curriculum that includes six English Language Arts sections: Reading Stories, Reading Literature, Reading Informational, Grammar Language, Vocabulary, and Writing. Students complete lessons as assigned by the teacher and/or as a result of individual placement tests. Students also have the option to complete worksheets when necessary.

### **e. English Language Development**

AMPS's English Learner (EL) population includes students who predominantly come from Spanish-speaking families, but also those who speak a variety of other home languages including Punjabi, Vietnamese, and Mazateco. Our ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type" (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. We monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See Section X.A., below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

## 2. MATHEMATICS

Learning objectives and outcomes are aligned to the rigorous CA CCSS mathematics standards. Teachers use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving. In light of state mandates regarding Algebra instruction, mathematics instruction has the ultimate goal of preparing all students to successfully complete Algebra I by the end of eighth grade.

Following direct instruction in new skills, teachers present hands-on activities while also allowing time in and out of class for substantial practice of grade level computational skills. Using blended learning via Achieve 3000, Lexia Learning, Moby Max, Khan Academy and other online curriculum, teachers are able to differentiate instruction several times weekly, focusing on the needs of struggling students and those ready to move beyond the grade level curriculum.

AMPS's math program utilizes *Eureka Math*, adopted in 2015-16 based on teacher feedback. Eureka Math connects math to the real world while helping students achieve true understanding lesson by lesson and year after year. The team of teachers and mathematicians who wrote Eureka Math took great care to present mathematics in a logical progression from PK through Grade 12. This coherent approach is designed to ensure teachers know what incoming students already have learned and that students are prepared for what comes next, helping to dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

In grades 5-6, we are now using Summit Basecamp's online curricula to enable more authentic personalization and ensure student mastery of critical mathematical concepts and processes that form the foundation for advanced learning throughout secondary school.

## 3. SCIENCE

Our science program focuses on students using the scientific process to engage in solving real life scientific problems. Teachers use the California Content Standards in Science to create their units of study (as California's Next Generation Science Standards are implemented, these are incorporated into the curriculum). AMPS's science goal is to foster in students a love of scientific inquiry and language acquisition by supporting the foundations of science: science as exploration and experimentation, and the scientific method as a way of developing and expanding human knowledge through natural, hands-on or student-led experiences. The science curriculum is supported by project based learning and service learning science projects. With access to a variety of California field trip opportunities, students explore scientific concepts through first-hand experiences in the areas of biology, ecology, and physical science.

AMPS's science program focuses on:

- Mastery of CCSS/Next Generation Science Standards
- Emphasize science as a process of formulating and answering questions about the physical world around them, and encourage students to pursue answers to their own scientific queries
- Promote student appreciation of the natural world and develop skills of hypothesis forming, identification, experimentation, evaluation, documentation and presentation
- Create and lead meaningful scientific experiments for students to make real-life connections and applications

The four strands within TK-5 standards include Earth Science, Life Science, Physical Science, and Investigation and Experimentation. The focus in sixth grade is earth science. Drawing on the curriculum resources, teachers plan in depth integrated units of study in which students use the scientific method to enact, observe and record experiments based on their hypothesis. Unit themes are based on inquiries such as “Why do some things change and some things stay the same?” Teachers promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. By the end of grade six, students will be on their way to becoming independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments.

AMPS uses the following science instructional materials:

- FOSS Kits for grades TK-5
- Teacher and student created lab experiments to support scientific concepts in curriculum
- Teacher use of technology through web-lessons and animations using student computers
- Teacher generated materials
- Scholastic Science News
- Basecamp for grade 6

#### **4. HISTORY/SOCIAL SCIENCE**

AMPS believes students better understand their own unique place in history by making concrete connections and applications to the people, places and events of the historical past and present. With the classroom being the center of a democratic community implementing character excellence, students participate as local, national and global citizens and are encouraged to ask questions and make decisions that will influence the future. Additionally, as students learn geography, they identify the cultural, economic and agricultural impact of California regions and other areas of the world. By making historical and geographical connections, students develop an understanding and appreciation of global happenings and their societal effect.

AMPS’s history-social science curriculum focuses on:

- Mastery of California State Content Standards and Common Core Standards
- Emphasize using scientific query to ask and answer questions about events that shaped history, and encouraging students to pursue answers to current historical events and outcomes



- Participate as a local, national and global citizens
- Make connections between past and present people, places and events in history
- Identify geographical, historical, and environmental components of California history and geography

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. Learning activities engage students in reading rich literature as well as original source documents across all content areas. Online curriculum such as MobyMax and Brain Pop are used as a guided source of research and information. Students experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment. At all grade levels, the curriculum is enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students apply reading comprehension and vocabulary strategies to their social studies text and complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

- AMPS uses the following history-social science instructional materials: The Leader in Me Curriculum for grades TK-6
- Summit Base Camp (Summit Learning) 5-6
- Teacher generated materials with integrated social studies informational text resources
- California Vistas (McGraw Hill) K-4

Additional primary and secondary resources are chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English language learners.

## **5. TECHNOLOGY**

As noted throughout this petition, blended learning and technology-based curriculum and assessments are integrated throughout the program. All students have access to classroom computers, at a ratio of a minimum of 2:1 ratio. In later years, upper elementary students and middle grade students are expected to utilize technology within core subject assignments such as internet research, word processing, slide and PowerPoint presentations, graphic design and video production. They manage their work via an online learning management system, or in grades 5-6, Summit Basecamp.

## **6. HEALTH AND WELLNESS**

At capacity, we have a full-time credentialed PE instructor as part of our commitment to the health and welfare of our students. Physical education classes and organized sports ensure opportunities for

teamwork, leadership and physical and character growth. AMPS is a member of Fresno PAL which allows students from small schools to participate in community-based sports.

AMPS is committed to educating students and their families in the importance of daily physical activity and making healthy food choices. As part of the school's belief that students should have access to nourishing, fresh food, Revolution Foods provides meals and snacks to ensure high quality, unprocessed options on a daily basis.

### **7. VISUAL/PERFORMING ARTS**

Classroom teachers integrate visual/performing arts into the core curriculum and leadership education program to create powerful learning experiences for students. Music and drama are offered via rotating enrichment classes. We offer band and choir for upper grade students. A full-time visual art teacher collaborates with classroom teachers to support arts integration throughout core learning. Students in TK-4 have one hour of dedicated art instruction weekly; students in grades 5-6 get two hours weekly.

Students in all classes are encouraged to perform in monthly assemblies and special talent shows.

### **8. SERVICE LEARNING**

Students participate in grade level appropriate service learning throughout the academic school year. The service learning component of the curriculum is designed to show students how their learning and actions can make a purposeful contribution to their community. Service learning projects are integrated into the core curriculum and linked to the state content standards. Examples of past and current service learning include making and donating blankets to homeless shelters, canned food drives, animal shelter fundraisers, researching and contributing to the Fresno Historical Society, and gift-giving for children whose family members are incarcerated.

### **C. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES**

As detailed herein, a subject-specific, commercially-produced curricular program that is standards-aligned provides the foundation of the educational program. Purchased curricular materials are used as the basis upon which teachers build, utilizing the "Backward Design" methodology for lesson planning. As also detailed throughout this petition, we believe that lesson plans need to be revised constantly to accommodate new assessment information, and lessons need to be customized to suit the learning needs of individual students.

As noted above, we use the following instructional materials:

ELA	Wit & Wisdom, Fountas & Pinnell Literacy Phonics, Heinemann Comprehension Toolkit, Moby Max, Summit Basecamp
Math	Eureka Math, Summit Basecamp
Science	FOSS Kits, Summit Basecamp
History/Social Science	California Vistas (Macmillan/McGraw Hill); Discovering our Past (Glencoe/McGraw Hill), Summit Basecamp
Arts	Teacher designed as an outcome of art and core teacher collaborations, based on CCSS units of study in core classes

ELD	ELD instruction is integrated into general instruction by using SDAIE strategies as well as intervention to address need for scaffolding in any one of the domains: Listening, Speaking, Reading or Writing.
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Grade level teachers meet and inform the Site Director about areas of need and recommended books and materials for the following year. The curricular purchases are made by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials have a proven record with our targeted student population and have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs.

### **TRANSITIONAL KINDERGARTEN**

California law (EC §48000) defines transitional kindergarten as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.” The TK curriculum includes the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, Senate Bill (SB) 858 (Chapter 32, Statutes of 2014). Teachers assigned to a TK classroom have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above; or
- A child development permit issued by the CTC.

Aspen Meadow’s TK/K blended program utilizes teacher created and Principal-supported instructional materials aligned to the California Preschool Learning Foundations developed by the California Department of Education. In these combined TK and Kindergarten classrooms, teachers are able to identify their TK students and offer a developmentally appropriate program to meet their needs. TK ensures that children have developed the foundations to successful learning when they begin Kindergarten.

## **VIII. TEACHER CAPACITY: RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

### **A. TEACHER RECRUITMENT**

Our highly qualified faculty is recruited through various communication channels, including local newspapers, education networking websites (CCSA, EdJoin, etc.), the school website, career fairs, local universities and word of mouth referrals. We engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Site Director, with support from the Academic Director and Executive Director, reviews resumes, letters of recommendation, statements of teaching philosophies, and portfolios to determine which candidates will be interviewed for positions. The Executive Director, Academic Director and Site Director bear primary responsibility for all teacher hiring; in the case of any disagreement, the Executive Director is the final decision maker. Teachers and students are asked to participate in interviewing candidates. Candidates for teaching positions are

interviewed, and in most cases asked to teach a lesson to a classroom of students and return for a second round of interviews. In some cases, the Site Director may observe candidates teaching a lesson in their current positions. Following interviews, we contact references, review letters of recommendation, and notify each person of their status once a decision is made. Candidates who are offered employment receive a written offer of employment. In addition, we verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB/ESSA requirements to teach the subject that he/she is being hired to teach. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. California Education Code Section 47605(l) and 47605.4(a)] Before any teacher is permitted to work, all appropriate background, health (e.g., TB testing) and other requirements must be met.

AMPS makes every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers clearly state the education philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, AMPS provides: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program.

Due to the profound impact that teachers have on students, only the most effective teachers are retained at the school. Performance measures are used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school.

## **B. PROFESSIONAL DEVELOPMENT**

Professional development and coaching is a critical aspect of operations. AMPS supports teachers through a high-quality Professional Learning Committee (PLC), where internal expertise is continuously shared with other teachers regarding curriculum, instruction, assessment, and behavior management as well as open-ended discussions about how the school might best promote student success. The PLC model fosters collaboration to continually improve learning, develop shared values and norms, and ensure greater accountability for results. Through PLCs, instructional staff analyze student achievement data, conduct reflective inquiry, actively seek and cooperatively implement solutions, and evaluate learning outcomes. PLCs are a regular and ongoing function of staff meetings. The Site Director trains staff in how to conduct and participate effectively in PLCs.

AMPS instructional staff meet weekly on Fridays with school leaders, including joint-PD sessions with Aspen faculty and the Academic Director and Executive Director. Each teacher has at least one bi-weekly Instructional Meeting with the Site Director to discuss individual students, overall classroom strategies and teacher performance, and provide targeted coaching. Teachers engage in collaborative planning and professional development for three weeks full days prior to the first day of, and nine full days of

professional development (PD) throughout the school year. Two weeks of teacher PD and collaborative planning time occur each summer.

PD is led by our staff, most commonly the Site Director, Academic Director and Executive Director, but also by teachers who develop specific expertise or attend off-site trainings and then in turn train their peers. Outside consultants are also retained to lead teacher PD as needed. PD topics include:

- Common Core State Standards and specific curriculum/pacing guides
- Understanding by Design
- Differentiating learning, Constructivism and Project-Based Learning, incorporating blended learning and small group instruction, strategies and planning
- *The Leader in Me* curriculum and strategies
- Classroom management strategies and the school's discipline policy (including procedures and legal mandates for suspension and expulsion)
- Formative and summative assessments, including state standardized tests
- RTI Model, Role of the SST, identification of students with special needs, the IEP process, modifications for students with disabilities, available resources (e.g., counseling) for students and families in need
- Strategies for English learners including SDAIE and GLAD
- Collecting, analyzing and using student achievement data to drive classroom instruction
- Health and Safety policies and procedures including emergency protocols, mandated reporter, bloodborne pathogens and first aid/CPR training
- School administrative policies and procedures (attendance reporting, student discipline, etc)
- Ensuring effective parent communication
- Teacher evaluations, classroom observations, and professional learning community expectations.

Staff work with school leaders to develop curriculum and assessments, review student achievement data (with a focus on subgroup performance), and discuss individual students. Monthly Critical Friends Group Protocols are utilized in which the teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. Through ongoing classroom observations, grade level teacher meetings, facilitated discussions around best practices, PLC meetings, analyzing data, and academic planning), teachers continuously collaborate to meet individual, subgroup, grade level and whole school student needs. Teachers also can attend off-site training as approved by the Site Director.

## **IX. INSTRUCTIONAL MINUTES**

The annual calendar includes a minimum of 175 days of regular instruction. (See Appendix D for the draft 2017-18 Academic Calendar.) Given that a significant number of the students enrolled are English Learners, have limited school readiness, and/or come from homes of poverty where books and other resources are scarce, the slightly extended regular school day provides a tremendous benefit to our students. As a result of having an extended instructional day, students in all grades receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5.

The difference between the minimum number of instructional minutes required by the state and the instructional minutes at AMPS is represented in the following chart:

Grade	CA Required Minutes	AMPS Instructional Minutes	Difference
TK	Not required		
Kindergarten	36,000 annually	56,415 annually	20,415
Grades 1-3	50,400 annually	59,040 annually	+8640 x 3 years = 25,920
Grades 4-6	54,000 annually	59,040 annually	+5040 x 3 years = 15,120
<b>Total Difference K-6 (over 7 year period)</b>			61,455 additional minutes

In other words, students who attend AMPS from kindergarten through grade 6 will add approximately **61,455 instructional minutes** above and beyond the minutes required by the state -- **more than 1.04 years of instruction** to their elementary/middle school years beyond the state’s requirements.

In all grades, prompt and consistent attendance at school is emphasized. One of The 7 Habits is Be Proactive, indicating that being at school, ready to learn is a personal victory on which all other Habits builds upon. All students are expected to show a commitment to punctuality and responsibility for assignments. AMPS currently maintains a 95% attendance rate. Daily attendance is tracked using the Illuminate Student Information System. The Office Manager/Student Services personnel is responsible for monitoring student attendance; unexcused absences, excessive tardies and/or early dismissals may require a parent meeting with the Site Director and a plan for attendance.

**A. SAMPLE DAILY BELL SCHEDULES**

Aspen Meadow Public School TK students attend school Monday-Friday from 8:00 am to 11:30 am. K-6 students attend school from 8:00-3:15 pm Monday to Thursday, and Friday from 8:00-1:00 pm. AMPS offers a comprehensive after-school program each day until 6:00 p.m., with both homework assistance and enrichment classes in visual/performing arts, sports, science and more.

The following are sample schedules for each grade band, including instructional minutes for each:

TK Instructional Schedule											
	Monday		Tuesday		Wednesday		Thursday		Friday		
8:00-8:15	Writing Practice/ Look at Books/ Take Attendance	15	Writing Practice/ Look at Books/ Take Attendance	15	Writing Practice/ Look at Books/ Take Attendance	15	Writing Practice/ Look at Books/ Take Attendance	15	Writing Practice/ Look at Books/ Take Attendance	8:00-8:15	15
8:15-8:30	Leader-7 Habits & Character	15	Leader-7 Habits & Character	15	Leader-7 Habits & Character	15	Leader-7 Habits & Character	15	Leader-7 Habits & Character	8:15-8:30	15
8:30-8:50	Flag Solute / Songs / Calendar Routines	20	Flag Solute / Songs / Calendar Routines	20	Flag Solute / Songs / Calendar Routines	20	Flag Solute / Songs / Calendar Routines	20	Flag Solute / Songs / Calendar Routines	8:30-8:45	15
8:50-9:00	Zoophonics/ Storybots Videos on Youtube	10	Zoophonics/ Storybots Videos on Youtube	10	Zoophonics/ Storybots Videos on Youtube	10	Zoophonics/ Storybots Videos on Youtube	10	Music	8:45-9:00	15
9:00-9:30	Snack/Recess/Restroom										
9:30-10:20	Early Literacy / Reading	50	Early Literacy / Reading	50	Early Literacy / Reading	50	Early Literacy / Reading	50	Early Literacy / Reading	9:30-10:20	50
10:20-11:00	Centers / Reading & Writing	50	Centers / Reading & Writing	50	Centers / Reading & Writing	50	Centers / Reading & Writing	50	Centers / Reading & Writing	10:20-11:00	50
11:00-11:05	Exercise / Brain Break / Song									11:00-11:05	5
11:05-11:25	Early Numeracy / Math	15	Early Numeracy / Math	15	Early Numeracy / Math	15	Early Numeracy / Math	15	Early Numeracy / Math	11:05-11:25	15
11:25-11:30	Clean Up and Dismissal									11:25-11:30	5
	+ 30 Snack/Recess minutes	215	+ 30 Snack/Recess minutes	215		215	+ 30 Snack/Recess minutes	215	+ 30 Snack/Recess minutes		215

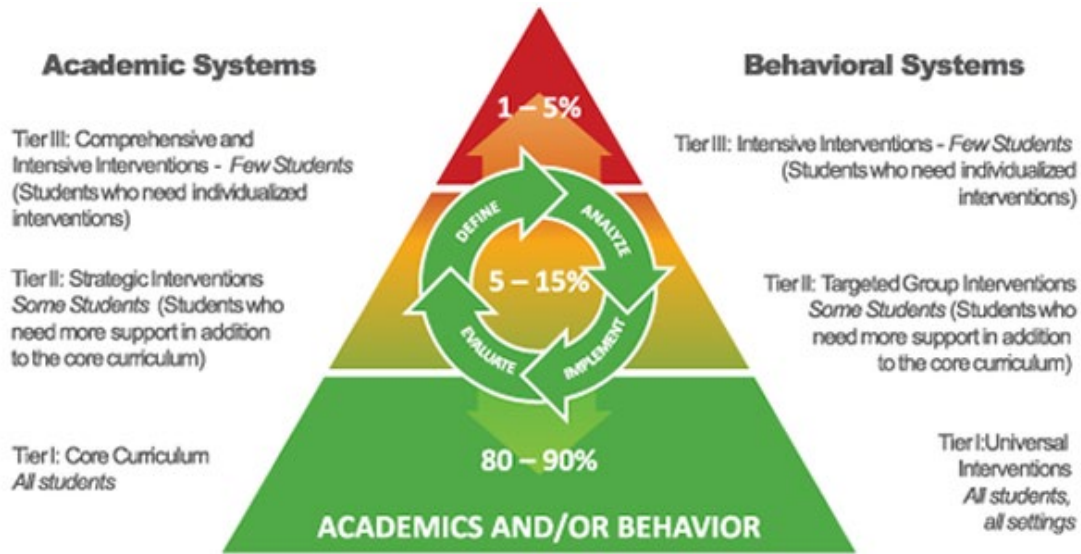
Sample K-6 Instructional Schedule

	Monday		Tuesday		Wednesday		Thursday		Friday	
8:00-8:30	Leadership Time, Morning Routine	30	Leadership Time, Morning Routine	30	Leadership Time, Morning Routine	30	Leadership Time, Morning Routine	30	Leadership Time, Morning Routine	30
8:30-9:15	Math	60	Math	60	Math	60	Math	60	Math	45
9:15-9:30	Nutrition/Recess								Nutrition/Recess	
9:30-9:45	Phonics / Word of the Day	15	Phonics / Word of the Day	15	Phonics / Word of the Day	15	Phonics / Word of the Day	15	Phonics / Word of the Day	15
9:45-10:00	Writing	15	Writing	15	Writing	15	Writing	15	Writing	15
10:00-11:00	Art	60	P.E.	60	P.E.	60	Drama/Music	60	Writing & Discussion for Learning	60
11:00-12:00	Science/Social Studies	60	Science/Social Studies	60	Science/Social Studies	60	Science/Social Studies	60	Computer Lab Guided Reading/Centers	60
12:00-12:45	Lunch/Recess								Lunch/Recess	
12:45-2:45	Computer Lab Guided Reading/Centers	120	Computer Lab Guided Reading/Centers	120	Computer Lab Guided Reading/Centers	120	Computer Lab Guided Reading/Centers	120	End of Day Wrap Up	15
2:45-3:00	Brain & Body Break		Brain & Body Break		Brain & Body Break		Brain & Body Break		Early Dismissal	
2:00-3:00	Writing & Discussion for Learning	60	Writing & Discussion for Learning	60	Writing & Discussion for Learning	60	Writing & Discussion for Learning	60		
3:00-3:15	End of Day Wrap Up									
	+ 15 Recess and +30 Lunch minutes	405	+ 15 Recess and +30 Lunch minutes	405	+ 15 Recess and +30 Lunch minutes	405	+ 15 Recess and +30 Lunch minutes	405	+ 15 Recess and +30 Lunch minutes	240

**X. SPECIAL NEEDS: AMPS ADDRESSES THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS**

Despite the many strengths of the school’s programs, methods, and organizational design, additional support is necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others AMPS’s Response to Intervention (RTI) Model with integrated systems of leveled support are designed to ensure that the school and community are doing everything possible to make students successful at school. The RTI process is used to provide multi-tiered systems of support for academic and behavioral instruction. The RTI system of support constructs interventions, programs, and services based on student data and student outcomes.





A request for consult with the Intervention Team (including Special Education Resource Specialist, Intervention Specialist, School Psychologist, School Counselor and Nurse) can be made by a teacher, administrator, parent or guardian. The consult is a Tier 1 level of support that leads to recommendations, strategies or actions to be implemented for a six to eight week progress monitoring period. Progress monitoring and data collection are part of the Tier 1 and Tier 2 intervention. This data is shared with the Intervention Team. The student progress and data is then analyzed to determine the level of support based on the student outcomes from the interventions.

The Intervention Team Meeting is coordinated by the Site Director who is responsible for scheduling and overseeing all Intervention Team meetings – including inviting parents/guardians to participate – and monitoring student progress and follow-up. During the Intervention Team meeting, the core team (parent, guardian, school personnel, and student) reviews test scores from current and previous years, reviews data and progress monitoring from interventions and review student’s current behavior, academic, attendance, and social progress. The team identifies student strengths and successes, and then discusses concerns. A copy is given to team members, and a record is placed in an Intervention folder in student’s cumulative file. During Intervention Team meetings, measures are taken to ensure the process is individualized with appropriate next steps assigned. The six to eight week RTI progress monitoring is the time to identify student strengths/challenges, work to create solutions, and set or revise goals. A follow up meeting may be scheduled if needed to reevaluate goals or consider Special Education testing as part of the RTI process.

#### **A. ENGLISH LEARNERS**

AMPS serves a high percentage of students from the community who are designated as ELs and complies with all applicable laws with regard to services and the education of English Learners (ELs). This includes all applicable legal requirements for ELs relative to annual notification to parents, student identification, placement, program options, ELs and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirement. AMPS implements policies to effectuate proper placement, evaluation and communication regarding ELs and the rights of parents/guardians and pupils.

## **1. IDENTIFICATION OF ENGLISH LEARNERS**

AMPS adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English are assessed using the California English Language Development Test (CELDT) (or the English Language Proficiency for California (ELPAC) assessment scheduled to be implemented in 2018) aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment takes place within 30 days<sup>4</sup> of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until a student is re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. Staff notify parents of the school's responsibility to conduct CELDT/ELPAC testing and inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process.

## **2. EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION**

ELs have daily access to the core curriculum and are taught in an English language program (mainstream) with support from the teacher or Intervention Team as needed. This support may be in the form of in-class help, which will help ELs access the core curriculum, and/or small group instruction developed to meet the specific language needs of ELs. Instructional techniques, assessments, materials and approaches are focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with English Language Development Standards and CCSS) in all areas of the curriculum. ELs receive EL and core content instruction appropriate for their English proficiency and grade levels.

AMPS employs CLAD and BCLAD-certified teachers to serve ELs, with aides/tutors providing additional support. Our goal is to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. Faculty receive intensive professional development and coaching in working with ELs to meet the CA ELD Standards. The Site Director serves as the EL Coordinator and collaborates with each teacher regarding the specific language needs of our EL students.

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<sup>4</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.

Our instructional program is designed to promote language acquisition and proficiency, oral language development and enriched learning opportunities for all ELs in the following ways:

- Students interact through cooperative learning activities
- Students make oral presentations in content areas
- Students collaborate for group performance and reports
- Students are provided with learning opportunities in recreation and performing arts
- Students are provided academic tutoring as needed
- Students receive daily English language development information according to their English language proficiency levels as identified by CELDT/ELPAC testing

In addition to the major program design features that support students who are English learners, teachers employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)

**a. Six Key Strategies for Teachers of English Learners<sup>5</sup>**

- 1) Vocabulary and Language Development
  - i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
  - ii) Teachers build on student’s background knowledge.
  - iii) Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).
- 2) Guided Interaction (collaborative learning)
  - i) Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
  - ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
  - iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.
- 3) Metacognition and Authentic Assessment
  - i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
  - ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
  - iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction
  - i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills

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<sup>5</sup> Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

needed to complete classroom tasks.

- 5) Meaning-Based Context and Universal Themes
  - i) Teachers incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
  - ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
  - iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
  
- 6) Modeling, Graphic Organizers, and Visuals
  - i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

#### **b. Sheltered Instruction / Specially Designed Academic Instruction in English ("SDAIE")**

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. AMPS teachers engage in the following practices to support universal access of subject matter content for all students:<sup>6</sup>

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

**I. Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

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<sup>6</sup> Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

**Anticipatory Guide:** Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

**II. Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

**Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

**Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

**Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

**III. Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

**Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

**Quotes** – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

### **3. HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE CELDT/ELPAC**

Our programs to support English Learners are based on the new California ELD Standards. Because the current CELDT is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed ELPAC system, which are aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, AMPS will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the ESEA.

Students are expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our ELD teacher partners with the advisors of EL students to include ELD goals on students’ learning plans. Additionally, our ELD teacher assesses student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

### **4. PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION**

Before the issuance of each progress report card, teachers summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the trimester.

Reclassification criteria and procedures are outlined below.

#### *Reclassification Criteria:*

- CELDT/ELPAC: Overall performance level of 4 or 5 (or ELPAC equivalent measure) and skill area scores of 3 or higher (or ELPAC equivalent measure) in listening-speaking, reading, and writing
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English. The measures used to determine basic skills are Fountas & Pinnell (K-2), NWEA MAP (Grades 1-8) Lexile Range as determined by local assessments (Grades K-6) Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.
- Teacher/Site Director judgment: Classroom teacher and Site Director judge that the student will be successful in a mainstream English program. This judgment will be based on a Teacher Observation Matrix for Redesignation.

- Parent Consultation: Notice is provided to parents/guardians of their rights, and they are encouraged to participate in the reclassification process. Parents are provided an opportunity for a face-to-face meeting to discuss their child’s progress toward English language proficiency.

*Reclassification Procedures*

The following reclassification procedures are used:

- Every year, the Assessment Coordinator creates a list of all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Site Director works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the Site Director identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students’ parents and submits their names and report cards to the school district.
- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

AMPS has set a demanding reclassification target for annual student progress (see *Element 2: Measurable Student Outcomes*). Students are expected to progress at least one English language level each year through targeted instruction and assessment. It is anticipated that students who are enrolled at AMPS beginning in kindergarten will be re-designated as fluent-English proficient (“RFEP”) prior to middle school. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their K- 8 career.

**5. PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS**

Students are monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas<sup>7</sup>:

- **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.

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<sup>7</sup> <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

- **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 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.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified:

- **Overall Proficiency:** A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages:** Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication:
  - Collaborative (engagement in dialogue with others);
  - Interpretive (comprehension and analysis of written and spoken texts); and
  - Productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language:

**Metalinguistic Awareness:** The extent of language awareness and self-monitoring students have at the level; and

**Accuracy of Production:** The extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task

English learners will continue to be re-evaluated annually using the CELDT/ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient. AMPS sets a demanding reclassification target annually. The Site Director serves as the testing coordinator and meets



periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing is not required during the monitoring period.

#### **6. MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS**

The School evaluates the effectiveness of its education program for ELs by:

- Adhering to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Meeting annual measurable achievement objectives for ELs under NCLB.
- Feedback from the English Learner Advisory Committee.

#### **B. SOCIOECONOMICALLY DISADVANTAGED STUDENTS**

Our teachers and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. As noted at the beginning of Element 1, a significant percentage of our students experience housing and/or food instability and other major challenges at home. Our SST is responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well.

Parents are able to drop-off their children starting at 7:15 a.m. and after-care is provided (pending funding) until 6:00 p.m., both to best serve our students' needs and accommodate working families. As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a student's ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, we implement strategies described in other sections of this petition.

#### **C. ACADEMICALLY HIGH-ACHIEVING STUDENTS**

Students who are academically high-achieving and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given." (Tomlinson, 1995.) AMPS employs many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners are met within the regular classroom program.

Students are identified as academically high achieving through multiple measures including advanced performance on standardized assessments, progress monitoring assessments (NWEA/MAP), benchmarks and in the classroom, high achievement on classroom curriculum assessments, and teacher and parent input.

#### **D. ACADEMICALLY LOW-ACHIEVING STUDENTS**

Students are identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks (NWEA/MAP), or, Fountas and Pinnell assessments, teacher observations, low achievement on curriculum assessments, parent input or Intervention Team recommendations. At-risk students are targeted for specific areas of growth by student goals. The teachers monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first quarter review. Students are recommended to the Intervention Team where appropriate. Intervention Staff consult for additional interventions and supports, and determine next steps.

Targeted support for students who are academically low achieving may include:

- Early intervention in reading during ELA;
- Tutoring;
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports;
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- Other program modifications and supports as determined by the classroom teacher;
- More frequent parent-teacher communication and parent involvement;
- Access to technology at home and school for mastery of target areas of growth (i.e. Brain Pop, MobyMax-ELA/Math, Achieve 3000).

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading

written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

## **E. STUDENTS WITH DISABILITIES**

Teachers implement a wide range of accommodations for students with disabilities. All teachers receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and classroom practices that support students with diverse learning styles and abilities. Among the topics that are discussed during professional development sessions are:

- Early identification and symptoms of disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be disabled or have other challenges

AMPS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, AMPS complies with Fresno Unified School District guidelines, and all California laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities are integrated into the programs of AMPS, with the necessary materials, services, and equipment to support their learning. AMPS ensures that any student with a disability is properly identified, assessed and provided with necessary services and supports. AMPS meets all the requirements mandated within a student's Individual Education Plan (IEP). No assessment or evaluation is used for admission purposes. Parents are informed that special education and related services are provided at no cost to them. If a student enrolls with an existing IEP, AMPS will notify FUSD and/or the SELPA within 5 days. An IEP meeting will be convened within 30 days.

### **1. PLAN FOR STUDENTS WITH DISABILITIES**

AMPS is an LEA member of the El Dorado SELPA, which provides cost-effective and consistent special education services. As its own LEA and member of a SELPA, Aspen Meadow Public School works in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. AMPS complies with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, AMPS complies with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to it pertaining special education students.

Per federal law, all students with disabilities are fully integrated into the programs of AMPS, with the necessary materials, mandated services, and equipment to support their learning. AMPS meets all the requirements mandated within a student's Individual Education Plan (IEP). AMPS includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

### **2. SEARCH AND SERVE**

Upon the commencement of each school year, all students are evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. No assessment or evaluation is used for admission purposes. Through collaboration between the faculty, parents and school leaders, AMPS works to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Intervention Team convenes weekly to review all referred students as well as student data across sub-groups, classrooms and more.

### **3. ASSESSMENT**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The primary internal method for referral for assessment will be the Student Success Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals will be responded to in writing in a timely manner. Any AMPS professional may also directly refer a student for formal assessment to see if he or she has a disability. AMPS may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate.

All referrals are responded to in writing by AMPS within 15 days. AMPS notifies the District and/or SELPA of the assessment request within 5 days of receipt. After a student is referred for a special education assessment, AMPS provides the student's parent or guardian with a proposed assessment plan, in writing, within 15 days of the referral. Parents are informed by the Site Director or Education Specialist that special education and related services are provided at no cost to them. The parent is given at least 15 days to provide written consent. The assessment is completed and an Individualized Education Program (IEP) meeting is held within 60 days of receipt of the parent's written consent for assessment.

The Education Specialist is responsible for gathering all pertinent information and sharing such information all others involved in the assessment. Information gathered is used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter is provided for the parent or guardian during the assessment. A teacher or staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by AMPS, in collaboration with any hired service providers, and are administered by a qualified psychologist and a nurse if applicable. Those assessments include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SBE, CDE, or SELPA policies and procedures, AMPS follows the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SBE, CDE, or SELPA policies and procedures govern, and AMPS will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;

- The student must be evaluated in all areas related to his/her suspected disability;
- The assessment will be conducted by a professional with knowledge of the suspected disability.
- Multiple assessments will be delivered by qualified professionals to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, AMPS holds a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial Individualized Education Program ("IEP") meeting described in detail below, during which AMPS gives the student's parent/guardian the opportunity to participate. AMPS is responsible for scheduling, coordinating and facilitating the IEP meeting.

If a student enrolls at AMPS with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, AMPS works to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, AMPS forwards a complete list of all new IEPs to students' home districts for reference, as required by law.

#### **4. DEVELOPMENT, IMPLEMENTATION AND REVIEW OF IEP**

Every student who is assessed by the school has an IEP that documents assessment results and eligibility determination for special education services. If a student is deemed eligible for services, AMPS is responsible for providing specialized services according to the student's IEP.

AMPS ensures that all aspects of the IEP and school site implementation are maintained. AMPS provides modifications and accommodations (as outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's are served in the Least Restrictive Environment (LRE).

Each student who has an IEP is assigned an IEP team that oversees the IEP development, implementation and progress of the student. The proposed IEP team at AMPS consists of the following individuals:

- Site Director
- Education Specialist
- School Psychologist
- School RN (as needed)
- Speech Therapist (as needed)
- The parent or guardian of the student for whom the IEP was developed;
- The student
- At least one classroom teacher who is familiar with the curriculum or progress appropriate to

that student;

- If the student was recently assessed, the individual who conducted the assessment

Others familiar with the student may be invited as needed. AMPS views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. AMPS provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. When necessary, an AMPS teacher or staff member, fluent in the parent's native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, AMPS ensures his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home. A copy of the IEP is given to the parent in accordance with state law, AMPS and SELPA policies, as applicable.

Upon the parent or guardian's written consent, the IEP is implemented by AMPS. The IEP will include all required components.

The elements of the IEP will include:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress will be measured and monitored
- An explanation of the extent, if any, to which the student will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments
- Transition goals for work-related skills

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability
- If the parent/guardian, a AMPS staff member, hired service providers, or the student has communicated a concern about the student's progress

The IEP team formally reviews each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents are informed each trimester of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP are an attachment to the general progress report. This serves to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

#### **5. SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES**

As detailed throughout this petition, AMPS employs a highly individualized model of instruction for all students, which benefit all students with learning challenges. AMPS utilizes a Response to Intervention (RTI) model, and complies with the federal mandate of the least restrictive environment ("LRE"). AMPS mainstreams all of its students as much as is appropriate according to each individual IEP. Each student's IEP will require different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school.

The RTI program includes the three basic tiers:

*Tier 1:* The first step, or tier, of intervention is the regular classroom setting. As teachers introduce instruction, students' progress is monitored. The teacher can request a consult from any appropriate members of the Intervention Team to request guidance or ideas about Tier 1 strategies for supporting students in the least restrictive environment. Most students in this group will need additional help from time to time, and the teacher provides that guidance.

*Tier 2:* Tier two of RTI targets students who do not show progress with regular instructional intervention. In tier two, students receive more individualized instruction and intervention. They may work in smaller groups to allow one-on-one and small group instruction. During this process, teachers carefully evaluate the students' response to these interventions. Students who do well may be phased back into the regular classroom. Students who demonstrate the need for ongoing, intensive intervention will move into tier three.

*Tier 3:* Tier three is an ongoing, long-term program of diagnostic and prescriptive teaching and could be thought of as special education. In this level, students receive individualized instruction for as long as is necessary for them to acquire the skills they need to progress in school.

Our RTI process is instructional from beginning to end. At no point is a child left to experience the frustration of failure while waiting until their test scores show a severe achievement discrepancy before

they get help. They receive instruction that gradually increases in intensity and individualization as they show the need for it.

AMPS employs a variety of strategies to ensure student success for our Special Education such as those detailed extensively in the previous sections, and all will be in accordance with their IEP.

AMPS also contracts with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some contracted services include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. AMPS reassesses its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

AMPS retains the option, based on operational evaluation and program needs, to employ a high quality Special Education service provider that could coordinate and facilitate some or all of the special education related services and instruction for our students. These types of special education service providers provide AMPS with the following staff:

- Credentialed special education teachers/Resource specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- School nurses
- Vision therapist
- Interpreters for students who are deaf or hard of hearing
- Orientation and mobility aides for students who are blind or visually impaired

The chosen special education service provider could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services (DIS), and Special Education Instruction.

For every student who is eligible to receive special education instruction and related services, AMPS provides transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation is provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

## **6. REPORTING**

AMPS, in collaboration with its service providers, collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of



- students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from AMPS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the Site Director (or his/her designee). VPA, Inc.'s Executive Director ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Executive Director oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

#### ***7. DUE PROCESS AND PROCEDURAL SAFEGUARDS***

Parents or guardians of students with IEPs must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the school within five days, after which a meeting between the parent and school is scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, AMPS participates cooperatively to resolve the issues.

Parents or guardians also have the right to file a complaint with the CDE or SBE if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

#### ***8. SECTION 504 OF THE REHABILITATION ACT***

AMPS 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 AMPS. 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 school.

A 504 team will be assembled by the Site Director and shall include the Site Director (or his/her designee), parent/guardian, the student if needed, a qualified faculty member, and other qualified

persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests 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 is eligible for accommodations under Section 504 must be 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 indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to be eligible for accommodations 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 the 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 School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Site Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. 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.

## **XI. INDEPENDENT STUDY**

To the extent independent study is provided, AMPS complies with state laws relating to independent study as set forth in Education Code § 47612.5 5 and applicable regulations. The governing board has adopted policies to implement independent study options provided to students.

## **ELEMENT B: MEASURABLE STUDENT 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 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 subdivision (a) of Section 52052. 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(c)(5)(B).*

AMPS will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(d)(1), 60605. AMPS will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As a California charter school, AMPS assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. It has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and common core standards, state priorities, and our definition of an educated person in the 21<sup>st</sup> Century and the school’s goals. On an annual basis, the school engages stakeholders to prepare the Local Control Accountability Plan Annual Update that details specific goals aligned with each of the state’s priorities, along with specific actions to realize each goal and fiscal allocations to support those efforts. Our LCAP goals, actions and measurements are included in Section VI of Element A, above.

Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that AMPS is an academic success and is achieving all of its overarching goals.

The Site Director and faculty is accountable for the academic achievement and psychological well-being of students. The Site Director is ultimately responsible for meeting target goals, and is held accountable by the Academic Director, Executive Director and Board of Directors. The Site Director is accountable for meeting Adequate Yearly Progress as required by ESEA (or any similar new measures that may be established).

### **I. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Students matriculate from AMPS with a range of knowledge, skills, and attitudes that embody the school’s definition of an Educated Person in the 21<sup>st</sup> Century. AMPS pursues the following student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the new CAASPP assessments, as well as state priorities detailed in California Education Code § 52060(d).

Specifically, as detailed in Element A, Section VI:

- New state assessment measures will meet or exceed the established growth target(s).

- AMPS will meet Adequate Yearly Progress schoolwide and subgroup growth rates, as required by ESEA (or comparable measure defined by Congress in reauthorizing the ESEA).
- The CAASPP participation rate will be at least 95%.
- CAASPP ELA and Math “Met/Exceeded” rates and annual growth rates will meet or exceed surrounding comparison schools.

In addition:

- English Learners will progress at least one level on the CELDT/ELPAC each year.
- English Learner reclassification rates will meet or exceed the District’s reclassification rate.
- Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- AMPS will maintain at least 94% Average Daily Attendance.
- Suspension and expulsion rates will be lower than comparable surrounding schools in the District.
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, Mathematics, Science, Social Science/History.
- AMPS will close the “achievement gap,” with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved students, including socio-economically disadvantaged, foster and homeless youth.
- Based on a school-designed rubric, students will demonstrate proficiency (based on teacher-designed rubrics) in knowing the 7 Habits and apply Leadership Skills inside and outside of the school environment.

These student outcomes are directly tied to the goal of providing students with a rigorous standards-based program while preparing them for a rigorous, college-preparatory high school.

## II. SCHOOL OUTCOME GOALS WILL ALIGN WITH CALIFORNIA’S EIGHT STATE PRIORITIES

As illustrated in Element A, Section VI, align outcome goals and actions – including allocation of resources -- with the eight state priorities. AMPS annually engages stakeholders in drafting its Local Control Accountability Plan in accordance with the California Education Code and county and district policies. The following chart requested by the District further illustrates the goals we anticipate over the coming charter term:

<b>Pupil Outcomes</b>	<b>Assessments Used</b>	<b>Frequency</b>	<b>Goal/Expected Outcome</b>	<b>Progress Targets</b>
<b>Performance Goals</b>				
Aspen will meet or exceed annual goals as measured by the overall rating of the state accountability system	California state accountability system (To be established)	Annually	To be determined after an accountability system is established.	N/A at this time.

Aspen will meet or exceed annual goals for the percentage of students meeting or exceeding standards as measured by the Smarter Balanced Summative Assessment in Mathematics	SBAC Summative Mathematics Assessment	Annually	Percentage of students who meet or exceed standards on CAASPP Math will be greater than or equal to comparable surrounding schools	To be set in annual LCAP, but anticipated to be an increase by 2% annually schoolwide
Aspen will meet or exceed annual goals for the percentage of students meeting or exceeding standards as measured by the Smarter Balanced Summative Assessment in English/Language Arts	SBAC Summative ELA Assessment	Annually	Percentage of students who meet or exceed standards on CAASPP ELA will be greater than or equal to comparable surrounding schools	To be set in annual LCAP, but anticipated to be an increase by 2% annually schoolwide
Aspen will meet or exceed annual goals for average daily attendance as reported to the California Department of Education	Attendance Records	Annually	Establish benchmarks in Y1 with growth rates (schoolwide and subgroup) set annually in LCAP	-ADA will be at least 94% with specific targets set annually. -Chronic absenteeism < 2.5%; -Specific school wide and subgroup targets set annually in LCAP
Aspen will meet or exceed annual goals for suspension and expulsion incidents.	Suspension/Expulsion Records	Annually	Benchmark rates established Y1; specific schoolwide and subgroup growth targets set annually in LCAP	Y1 suspension/expulsion less than surrounding schools; 85% student satisfaction on surveys regarding safety and school connectedness
Aspen will decrease the percentage of students who score "Not Met" on as measured by the SBAC Math Assessment.	SBAC Summative Mathematics Assessment	Annually	Percentage of students who score "Not Met" standards on CAASPP Math will be less than or equal to comparable surrounding schools.	Students will show a pattern of raised achievement for traditionally underserved students and a closing o the achievement gap annually for all statistically significant subgroups.
Aspen will decrease the percentage of students who score "Not Met" as measured by the SBAC ELA Assessment.	SBAC Summative ELA Assessment	Annually	Percentage of students who score "Not Met" standards on CAASPP ELA will be less than or equal to comparable surrounding schools.	Students will show a pattern of raised achievement for traditionally underserved students and a closing o the achievement gap annually for all statistically significant subgroups

Aspen will meet or exceed annual goals for the percentage of students reclassified as Fully English Proficient.	Redesignation Criteria	Annually	Reclassification rates will meet or exceed comparable schools.	To be set in annual LCAP, but anticipated to be 10% annually.
Aspen will meet or exceed annual goals for the dropout rate of middle school students.	Enrollment Records	Annually	Middle grade dropout rates will be equal to or less than comparable schools.	Dropout rate goals will be set in annual LCAP, but anticipated to be <0.5% annually.
Aspen will meet or exceed annual goals for the percentage of students who respond “agree” or “strongly agree” that “there is staff at the school they can approach when they have a problem” as measured by school climate survey(s)	School Climate Survey	Annually	85% or more satisfaction rates expressed by students.	Annual goals set in LCAP but anticipated to be at least 85% satisfaction rates.
Aspen will meet or exceed annual goals for the percentage of parents/guardians who respond “agree” or “strongly agree” that they “are encouraged and welcome to participate at the school” as measured by school climate survey(s)	School Climate Survey	Annually	85% or more satisfaction expressed by parents	Annual goals set in LCAP but anticipated to be at least 85% satisfaction rates.

### III. ADDITIONAL OUTCOMES

In addition to the specific academic achievement goals detailed above, additional goals include:

1. AMPS will realize a higher teacher retention rate and higher teacher attendance rate than the district average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year surveys.
2. AMPS will demonstrate a high level of parent satisfaction -- 85% or higher -- based on annual surveys.
3. The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
4. Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

These goals and our progress toward goals communicated regularly with our entire school community.

## **ELEMENT C: METHODOLOGIES FOR MEASURING STUDENT OUTCOMES**

***“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(c)(5)(C).***

AMPS administers a variety of meaningful assessments to document and analyze student academic progress over time (see Element B). Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs.

AMPS complies with all regulations, reporting and processes associated with the state’s new Local Control Accountability Plans under the Local Control Funding Formula.

### **I. METHODS FOR MEASURING STUDENT ACADEMIC PROGRESS**

To make certain that the school’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments is disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data is analyzed among the school faculty during pupil-free professional development days.

Our faculty uses a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students participate in several formal assessments each year, including the NWEA MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources play a major role in teachers’ determination of student achievement of standards mastery. More informal assessment techniques also play a major role including teacher observation, homework samples, written work, project-based rubrics and more.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products are also evaluated by teachers. By the end of the third grade we expect that most students will Meet/Exceed standards in ELA and Math according to the school’s identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists provide the teacher, parent and student with feedback on student achievement and progress. As students progress into and through middle grades, student evaluation becomes more formal, including student-produced projects, final draft writing, science experiments and presentations of research. Portfolios and projects are used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students are assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

Specifically, use the following assessments:

- California Assessment of Student Performance and Progress (CAASPP)/California Alternative Assessment (CAA) and California Science Test (CAST) for grade 5
- NWEA MAPs benchmark assessments based on Common Core standards

## II. DATA DRIVEN INSTRUCTION

AMPS will continue to utilize the comprehensive and customizable student information system (SIS) Illuminate to store student information such as registration, class schedules, attendance, demographics, emergency contacts and more. We will also continue to utilize Illuminate to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Site Director has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers receive intensive training on student achievement data and effective usage of Illuminate.

Our teachers and school leaders analyze student achievement data on a continuous basis in order to identify individual student needs, trends across groups of students or classes, and longitudinal growth over time. Grade levels are provided with common planning time that they use to examine data at least monthly. The Site Director monitors the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends are directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review also is used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

On an annual basis, internal data is compared to CAASPP and other state standardized test data to determine efficacy in predicting performance. AMPS also annually prepares and make public its Student Accountability Report Card (SARC).

Parents/guardians have real-time access to their child's academic performance, attendance, discipline and other metrics via the Illuminate system. Teachers review individual student achievement data with parents during annual teacher-parent conferences and in writing during quarterly progress reports; parents receive test reporting by mail; the School Accountability Report Card (SARC) is available on the school website for review.

After enrollment, parents or guardians are asked to complete a survey to help AMPS better understand why families are exercising AMPS as a school choice option for their students. To fulfill WASC requirements, AMPS occasionally surveys students, parents, teachers and staff members on a variety of topics to provide feedback for planning and policy making.



### III. PROGRESS REPORTS/GRADING

Teachers formally report student progress to parents three times each year using progress reports. Teachers conduct parent conferences once annually (fall) at the time progress reports are issued so that parents have regular opportunities to discuss their child's progress personally with his or her teacher. For students that need additional support, an additional parent conference may be held in the spring. During the summer prior and into the first month of the school's operation, the Site Director and teachers collaboratively review the instrument, policies and procedures that are used to report student progress. All instructional staff receive detailed training about the preparation of these reports during professional development sessions during summer and throughout the year.

Student achievement is evaluated against state standards and the school's stated outcomes reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. The progress reports include a score on a scale of 1-4 indicating the student's level of mastery in each standard. The goal is for every student to prove mastery on each standard, indicated by a score of 3. If a student proves mastery above and beyond grade level, the student earns a 4 on that standard. In addition to a scale score on a continuum toward mastery, teachers include verbal narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school during parent teacher conferences.

At parent-teacher conferences, parents/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of continuously improving his/her performance.

## **ELEMENT D: GOVERNANCE STRUCTURE**

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

### **I. NON-PROFIT PUBLIC BENEFIT CORPORATION**

Aspen Meadow Public School is a direct-funded independent charter school operated by Valley Preparatory Academy, Inc. (Board) a California non-profit public benefit corporation with designation as a 501(c)(3) by the IRS. in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter. The Charter School shall comply with the Brown Act and the Public Records Act. Copies of Valley Preparatory Academy, Inc.’s Articles of Incorporation and Bylaws are submitted as separate documents with this Petition submission as instructed.

AMPS operates autonomously from the authorizer, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the authorizer and the school. Pursuant to Education Code Section 47604(d), the authorizer shall not be liable for the debts and obligations of the AMPS, nor will the authorizer be liable for claims arising from the performance of acts, errors, or omissions by AMPS as long as the authorizer has complied with all oversight responsibilities required by law.

### **II. GOVERNANCE STRUCTURE**

#### **A. MAJOR ROLES AND RESPONSIBILITIES**

##### **1. BOARD OF DIRECTORS**

The Board of Directors is fully responsible for the operation and fiscal affairs of the AMPS, including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and Academic Director of AMPS, and Site Director
- Approve contractual agreements in excess of \$2000.00
- Approve and monitor the implementation of general policies including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements
- Approve and monitor annual budget and budget revisions
- Act as a fiscal agent, including but is not limited to the receipt of funds for the operation of the AMPS in accordance with applicable laws and the receipt of grants and donations consistent with AMPS’s mission
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings

- Recruit and appoint new Board members and provide orientation training
- Evaluate school effectiveness by monitoring student performance on the basis of measurable outcomes
- Ensure that the School Academic Report Card (SARC) and Local Control and Accountability Plan (LCAP) are prepared annually
- Approve out of state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which are not in conflict with the purposes for which the school was established.

## **2. EXECUTIVE DIRECTOR**

The Executive Director serves as the operational and educational leader and chief executive officer of VPA, Inc. The Executive Director is responsible for the direction of the Charter School and of VPA, Inc., relationships with stakeholders (e.g. community members, parents, students, staff, donors, District oversight office, etc.) and leadership of the organization's development efforts.

The Executive Director shall perform assigned tasks as directed by the Board of Directors. These tasks may include, but are not limited to, the following:

- Ensure AMPS enacts its mission
- Guide AMPS toward the fulfillment of its vision and future goals
- Communicate with and report to the Board of Directors
- Oversee implementation of organizational policies established by the Board of Directors
- Oversee all corporate finances, including those of AMPS, and take actions to ensure financial stability and accurate financial records
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal
- Oversee operational systems such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables
- Promote AMPS in the community, encourage positive public relations, and interact effectively with media
- Take an active role in fundraising and grant writing
- Ensure compliance with all applicable state and federal laws
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District;
- Attend District administrative meetings as requested by the District and maintain contact with the District as needed
- Present the independent fiscal audit to the Board of Directors, and, after review by the Board of Directors, present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to another appropriate employee or third party provider.

### **3. ACADEMIC DIRECTOR**

The Academic Director provides leadership and support in implementing the educational vision, philosophy, goals, objectives and course of study. Responsibilities include:

- Planning, directing, implementing and evaluating the instructional program of the schools
- Oversight and planning of professional development for teachers and staff
- Monitoring the schools' instructional accountability, including collecting, analyzing, and reporting school and student performance data to develop school priorities and to drive decision-making
- Ensuring that appropriate evaluation techniques are used for both students and staff
- Student discipline, and as necessary participate in the suspension and expulsion process

### **4. SITE DIRECTOR**

The Site Director is the leader of the school site. He/She ensures that the curriculum is implemented in order to maximize student learning experiences and be responsible for the orderly day-to-day operations of the School and the supervision of all employees at the school site. Responsibilities include, but are not limited to, the following:

- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food services, front office, school scheduling, etc.
- Recruit, hire, train, coach, evaluate and if needed, discipline or terminate all teachers and staff
- Ensure that appropriate evaluation techniques are used for both students and staff
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, gifted and talented students, and students with disabilities
- Prepare the annual Local Control Accountability Plan
- Oversee school wide testing
- Prepare the school's master schedule and summer school schedule
- Assist the Executive Director in meeting state and federal mandates and to ensure instructional monitoring and compliance needs
- Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors
- Oversee student discipline, and as necessary participate in the suspension and expulsion process
- Promote school in the community
- Oversee student services, extracurricular activities, and all school athletics
- Organize, assist, and implement the school's safety plan and ensure compliance with mandated child abuse reporting
- Manage the school physical plant

A detailed Organizational Chart is included in Appendix E.

### III. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Aspen Meadow Public School is governed by the VPA, Inc. Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors is composed of three (3) to seven (7) directors, as set by resolution of the Board. No employees of the Charter Schools or VPA, Inc. serve on the Board. All directors are designated at the corporation’s annual meeting. Each director holds office, unless otherwise removed from office in accordance with the bylaws, for two (2) years and until a successor director has been elected as required by the position as described below. Board members may serve consecutive terms on mutual agreement of the Director and the Board.

The current VPA, Inc. Board is composed of the following members:

*John Grice, Principal at John Grice Consulting, Board President, international businessman with extensive experience with project management and sales*

*Stephen Paul, Sales Manager at Homegrown Organic Farms, Board Treasurer, experienced in agribusiness and business development*

*Carrie Zulewski, Fundraising Consultant at Z Fundraising Advisors, Board Secretary, entrepreneur, fundraiser, community activist, education advocate*

*MaryJane Fitzpatrick, Recreation manager of the Parks, Recreation and Community Services Department (retired), experienced organizational management, fundraising and healthy activities for children*

*Deborah Torres, Chief Development Officer, Fresno Rescue Mission, experienced in non-profit and project management, service to at-risk populations, and fundraising*

*Megan Rafferty, Outreach Consultant, Education Results, experienced in charter school policy, research and advocacy at the national level; expertise in special education and charter school governance*

*Sergeant Diana M. Trueba, Central Policing District Investigations Supervisor, Fresno Police Department, 16 years experience with Fresno PD, expertise in community needs and services.*

Board Member resumes are attached in Appendix C, as required.

The existing Board of Directors designates all other directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the Bylaws, a simple majority is all that is needed to designate a Director.

Although not required, the Board strives to create an odd number of Directors for voting purposes. In accordance with its Bylaws, the Board appoints new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board. If the District chooses to do so, the Board may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable

governance documents, VPA, Inc. complies with conflict of interest laws related to public entities including Govt. Code 1090 and the Political Reform Act.

In recognition of the need for diverse voices and expertise on the Board, there is a consistent attempt to recruit Board members to ensure sound oversight of the fiscal, operational, and instructional practices of the school, including individuals with experience in business management, law, finance, education, governance, administration, facilities, and community relations.

Threshold screening criteria for all prospective members of the Board demonstrates understanding of the mission and vision of VPA, Inc. and a strong commitment to serving the school's students. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfilling all Board responsibilities, including a willingness to routinely attend Board meetings and participate actively in oversight of the school. New Board members go through an initial orientation to their responsibilities as Board members and effective charter school oversight.

The Board seeks appropriate training and other resources for continuous improvement of performance, both as a full Board and individually. Such training includes full-Board training sessions with experts familiar with charter school governance, finance, and more.

#### **IV. GOVERNANCE PROCEDURES AND OPERATIONS**

The Board of Directors meets monthly (except during the summer) and in accordance with the Brown Act. Additional meetings are called as necessary and comply with all of the provisions of the Brown Act. At an annual meeting, the Board sets the calendar for upcoming Board meetings for the year and publishes the schedule on its charter schools' websites. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are physically posted at the school's entrance and office, and posted on the school website, for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings are posted in the same manner at least 24 hours before the meeting.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report (if any), and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries, that all votes are taken by roll call, and other prescribed requirements for teleconference participation are met, as detailed in the Bylaws.

The Board of Directors may, in its discretion, form committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, a Finance Committee, Personnel Committee and Nominating Committee. Committee meetings are held in accordance with the Brown Act, as detailed in the Bylaws. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Contracted services shall be chosen, negotiated, monitored, audited and evaluated by the Board, to ensure the following:

- the reasonableness of the terms of the contract with costs reflecting a fair market value of services provided
- fidelity to the charter
- the academic success as measured by federal and state performance standards and the methods of measurement described herein
- the fiscally sound condition of the School

The School contracts with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and is guided by the above principles in doing so.

## **V. PARENT/GUARDIAN INVOLVEMENT**

Family participation plays a vital role in the effectiveness and quality of our program. Parents are encouraged to contribute volunteer time and to be part of the Parent Lighthouse Team, which functions as school site council in coordinating parent volunteers and input into school operations. The Site Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Assisting in the classroom
- Playground supervision before and after school and during recess
- Parent Lighthouse Team membership
- Lighthouse Team leadership
- Assisting during festivals
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as “Class Parent”
- Service on the Board of Directors

- Coordinating and chaperoning field trips
- Coordinating sets and costumes, and helping with rehearsals, for annual class plays
- Assisting with fundraisers
- Assisting in the office

No child will be expelled from school or unable to participate in any school activities due to the failure of his or her parent or legal guardian participation.

In addition, AMPS strives to ensure frequent and comprehensive home-school communications and uses a variety of means to communicate effectively with parents, including, but not limited to: Website, Facebook, Twitter, Newsletter, School Messenger (phone calls), monthly breakfast meetings with the Executive Director and many other opportunities to connect including family nights and parent training.



## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

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

All employees shall be employees of Valley Preparatory Academy, Inc., an equal employment opportunity employer. Unlawful discrimination or harassment on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law is strictly prohibited.

Employees’ job duties and work basis are negotiated in individual employment agreements, and general job descriptions have been and will be developed for each staff position in alignment with this charter petition. VPA, Inc. is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the school.

AMPS is a school of choice, and no employee will be forced to work at Aspen Meadow or any other school operated by Valley Preparatory Academy, Inc.

VPA, Inc. complies with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. School teachers and all paraprofessionals meet the requirements for employment of California Education Code § 47605(l) and the applicable provisions of ESEA. VPA, Inc. ensures that all core, college prep teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold. The School actively recruits credentialed teachers to minimize the use of teachers holding emergency credentials.

The School complies with all state and federal laws concerning the maintenance and disclosure of employee records. The School complies with all applicable state and federal mandates and legal guidelines relative to ESEA.

### **I. CMO LEAD STAFF**

#### **A. VPA, INC. EXECUTIVE DIRECTOR**

The Executive Director is the Chief Executive Officer (CEO) of Valley Preparatory Academy, Inc. She/he is responsible for the effective operation of the AMPS, and the general administration of all instructional, business, or other operations of the schools. She/he administers and supervises the school employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school’s core values—including developmental philosophy and parental involvement.

She/he works closely with the Academic Director to plan and design innovative curriculum, and design and implement teacher training for effective curriculum implementation. She/he ensures that the school

program provides all students with core academics (i.e. reading and writing, math, social studies and science) and that students receive academic enrichment, including arts, music, and PE. She/he also works collaboratively with both CMO and school site staff, and the Board of Directors, to provide consistent and effective school leadership.

### **Summary of Essential Functions**

The Executive Director is responsible for overseeing and supporting a high performing schools and building a world class organization. He or she is the primary liaison with other school leaders and governing board members, the Board of Directors, governmental agencies, legislators and the public. The Executive Director is expected to build partnerships locally and with national organizations that are committed to high-quality charter school authorizing.

The Executive Director is responsible for the overall planning, coordinating, and supervising of the Charter School operations, including its process for authorizing new charter schools and managing existing contracts. Much of this work is accomplished through establishing and maintaining high-quality, transparent systems of accountability.

The Executive Director sets strategic direction for the organization. The Executive Director works closely with and is accountable to the Board of Directors for ensuring efficient and productive Board meetings as well as carrying out the organization's mission and achieving its goals. The Executive Director oversees all central office staff and the Academic Director, who in turn supervises the Site Directors.

### **Performance Responsibilities**

The Executive Director is responsible for:

- Meeting all goals and objectives established with the Board of Directors.
- Providing regular and accurate reports on progress, issues and recommendations to the Board.
- Performance management of schools.
- Staffing decisions for organization, including both schools.
- Developing an annual budget and maintaining the organization's fiscal health.
- Promoting and maintaining a positive climate by ensuring that all interactions with staff, schools, agencies and the public are prompt and courteous.
- Establishing and maintaining professional and cooperative working relationships with all stakeholders and partners.
- Encouraging innovative education decisions through the organization.
- Providing technical guidance and assistance to schools.
- Maintaining a high-functioning organization.
- Overseeing compliance with state and federal laws.
- Supervision of Central Office Administrative Team
- Oversee strategic planning process

### **Qualifications:**

- Master's degree or higher required.
- At least five years of broad, varied and increasingly responsible experience with budgeting, information technology, personnel management, and organizational procedures.
- Demonstrated track record in a senior management position with a high-performing charter school or charter school network is desirable.
- Charter school and/or school district leadership experience desirable.

- Strong judgment and instincts around politics and policy, relationship building and partnerships, and balancing school accountability with technical support and assistance.
- Ability to build and maintain an effective organization committed to a common goal.
- Awareness of principles, methods, and procedures related to charter school operations, information technology and data management, budgeting and accounting.
- Awareness of laws, policies, and regulations pertaining to charter school operations and performance.
- Awareness of best practices in charter school authorizing.
- Ability to negotiate effectively.
- Establish and maintain cooperative/collaborative relationships with all schools and partners.
- Deal effectively and graciously with situations requiring tact and judgment.
- Lead a high-performing organization including high levels of employee satisfaction and team health.

## **B. ACADEMIC DIRECTOR**

The Academic Director is an inspiring leader and communicator with substantial educational experience in charter, public, or private school settings. Reporting to the Executive Director, the Academic Director is responsible for development, alignment, and academic excellence of K-12 instructional programs. The Academic Director supervises and supports the Site Directors and oversees curriculum. In addition, some instructional support staff will report directly to the Academic Director. The Academic Director provides leadership, vision, and strategic direction for curriculum, instruction, assessment, and school improvement initiatives overseeing professional development. The ideal candidate will have a proven track record of attaining exemplary academic results.

### **Responsibilities**

#### *Leadership*

- Develop and lead Site Directors and academic teams in their roles as instructional leaders
- Assist the Executive Director in the implementation of the Strategic Plan, with a focus on student success and academic excellence
- Implement the school's educational design, including standards, assessments, instructional guidelines, ability grouping, and school culture
- Participate in professional conferences, community outreach, and regional, state, and national educational organizations to stay current with relevant academic developments and to establish Flagstaff as an academic leader

#### *Student Success*

- Evaluate program effectiveness and acquire appropriate program resources to ensure that curricula are student focused and aligned with the school's missions, core values, academic standards, and strategic goals
- Ensure that curricula align with and exceed national and state standards and help create curricula that allow for efficient and effective pacing, sequencing, and lesson planning
- Create school-wide continuity in the academic sequence and unify school culture
- Professional Environment & Culture
- Empower Site Directors and school leaders to take ownership and be accountable.
- Focus on teacher development and establish an effective annual teacher evaluation plan.
- Assist Executive Director to increase job satisfaction and retain exceptional educators.

### **Qualifications:**

- Master’s degree in Education, Education Administration, or related field
- At least 7 years of professional experience (10+ preferred), with at least 3 years’ experience as a school leader with a proven track-record of success; Charter school and/or district-level leadership position experience preferred.
- Demonstrated experience in effectively solving challenging problems through a positive, collaborative approach required.
- Demonstrated experience in the design, implementation, or management of curriculum, instructional practices, and teacher development required.
- Demonstrated success leading strategic educational initiatives that result in measurable improvements in student achievement required.
- Detailed knowledge of the CCSS, instructional technology, and innovative teaching practices preferred.
- Experience and knowledge of budget preparation and management in alignment with strategic priorities preferred.
- Demonstrated experience developing and delivering new curriculum to meet academic goals preferred.

The Academic Director reports to the Executive Director. The Academic Director will have oversight and ultimate responsibility for all academic staff at both schools, with specific supervisory duties for Site Directors.

## II. INSTRUCTIONAL STAFF

### A. SITE DIRECTOR

#### **Responsibilities and Duties:**

##### *Student Achievement*

- Lead and oversee the school’s instructional program
- Analyze data with other teachers regularly to maximize student performance
- Ensure that every student shows achievement gains and that the school meets performance goals
- Teacher development and evaluation
- Plan appropriate professional development for all teachers
- Formally supervise, observe, and evaluate all school staff

##### **School Leadership**

- Model school values and set the standard for professional behavior by modeling the 7 Habits
- Supervise the teachers and staff
- Create a data-centered and leadership-oriented school culture
- Cultivate positive relationships with parents and the local community
- Interview and select teachers as part of the hiring team
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos
- Ensure that the school runs smoothly, efficiently, and on budget

##### **Skills and Characteristics**

- Very strong classroom management and discipline skills
- Excellent communication skills, especially with students and parents
- Extremely high standards for student leadership and achievement
- Relentlessness - doing whatever it takes to ensure success
- Team player
- Willingness to aggressively seek administrative certification
- Belief in the VPA, Inc. mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and “get it done” attitude
- Proven track record of instructional leadership and academic excellence, including English Learners and those with special needs
- Ability to work with students and staff and to motivate and engage them in a positive way
- Ability to demonstrate leadership and project management skills needed to facilitate a group or project

**Qualifications:**

- Bachelor’s degree required, master’s degree preferred
- Valid California Teacher Credential
- Administrative credential preferred with willingness to aggressively seek administrative certification
- At least four years of teaching experience
- Proven track record of instructional leadership and academic excellence, including English Learners and those with special needs
- Educational vision for and experience with low-income and/or minority children
- Willingness to continue established educational programs and investigate new research-based successful practices
- Demonstrated ability in helping teachers become skilled practitioners
- Proven track record in collaboration, teamwork and achievement results
- Excellent communication skills, especially with students and parents
- Extremely high standards for student leadership and achievement
- Relentlessness - doing whatever it takes to ensure success
- Team player
- Belief in the VPA, Inc. mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and “get it done” attitude
- Ability to work with students and staff and to motivate and engage them in a positive way

**B. TEACHERS**

**Responsibilities and Duties**

- To provide each student with a caring, stimulating, learning environment that will cultivate emotional intelligence and enable each child to reach his/her fullest academic potential.
- Design, deliver instructional lessons to meet curriculum requirements adopted by the California State Board of Education
- Provide planned learning experiences that motivate students, utilize best practices, are inclusive of parent participation, adhere to AMPS’s educational model, and are developmentally appropriate
- Develop current lesson plans (daily and/or weekly) and instructional materials that provide

individualized and small group instruction in order to adapt the curriculum to the needs of each pupil

- Select and utilize appropriate instructional materials, aids, and supplies that assist in the development of innovative, well-organized units of study
- Identify, record, reflect on student needs and cooperate with the professional learning community to assess, plan, monitor, and implement methods to solve student health, attitude, and learning issues
- Work collaboratively with parents to design, deliver, manage learning experiences for all learners
- Establish and maintain high standards of student behavior needed to achieve optimal learning atmosphere in the classroom
- Provide a functional and attractive environment in the classroom conducive for learning and aligned to the curriculum
- Adhere to AMPS's Restorative Justice policy, and social/emotional learning policy
- Plan and coordinate the work of aides, teacher assistants, parents, and other paraprofessionals as appropriate
- Participate cooperatively in the system of evaluation as stated in the charter's guidelines.
- Administer assessments in a variety of forms (formative, summative, standardized, etc.) in accordance with the charter's testing programs
- Evaluate students' academic and social growth, keep appropriate records, prepare student reports and communicate with parents regarding their child's progress
- Communicate with parents, administration, colleagues in a timely, consistent manner
- Actively participate in a professional learning community
- Perform basic attendance accounting and business services as required in an accurate and timely manner
- Supervise students in out-of-classroom activities during the assigned working day. Share in the sponsorship of student activities and participate in faculty committees as agreed upon
- Attend all teacher in-service education
- Maintain professional competence through participation in additional in-service activities and other learning opportunities and/or self-selected professional growth activities

**Qualifications:**

- Bachelor's degree
- Valid Teaching Credential
- Committed to the school philosophy, vision, and mission
- Teaching experience at the K-6 level preferred

**C. INTERVENTION SPECIALISTS**

As discussed in Element 1, AMPS employs Intervention Specialists to administer the academic intervention programs and to assist with IEPs.

**Responsibilities and Duties:**

- Raise student achievement of special education students and students with educational gaps
- Work in conjunction with the Site Director to facilitate the development, refinement, and implementation of accommodations and modifications to curriculum and related assessments

to meet the academic needs of students eligible for special education services, as well as students demonstrating academic gaps

- Serve as an instructional resource for directors and teachers, for school initiatives and programs
- Plan, promote, and provide professional development that will improve instructional skills to include accommodations and modifications and state assessment decisions and underserved students with academic gaps, including training teachers on the use of interventions and analyzing student data to identify strengths and needs
- Regularly visit classrooms and model effective differentiated instructional strategies and lessons for teachers
- Assist in the process for the selection of instructional materials, visual media, and instructional software
- Participate in the evaluation of programs and instructional strategies
- Perform other duties as assigned

**Qualifications:**

- Bachelor’s Degree; Master’s Degree Preferred
- Special Education and Teacher Certification
- Two or more years’ classroom experience in an urban setting teaching special education preferred
- Professional development presentation experienced preferred
- Prior training in curriculum development and proficiency in content-area curriculum and instructional strategies preferred
- Demonstrated ability to work collaboratively and successfully
- Embody and understand the 7Habits, and how they relate to the execution of his/her duties

**D. AIDES/PARAPROFESSIONALS**

AMPS employs non-certificated instructional support staff in the form of instructional aides and instructors of enrichment/non-core subjects. These staff members have an appropriate mix of subject matter expertise, professional experience, or demonstrated capacity to work successfully in the designated capacity. They do not assign grades or approve student work assignments without the approval of a teacher.

**Responsibilities and Duties:**

*Instructional or Student Service:*

- Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks
- Monitor the school’s entryway, greeting parents and visitors to the school and maintaining school safety
- Supervise children during breakfast, lunch and snack time, encouraging good eating habits are developed
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children’s behaviors in a positive way that teaches self-respect along with respect for others and the community around them
- Encourage children to interact positively with other children and people around them
- Provide a wide variety of age appropriate activities that offers physical and emotional growth

- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher
- Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all children are met
- Prepare and distribute healthy snacks as necessary for children
- Lead the classroom if teacher is running late or requested a substitute
- Help and supervise during any field trip and school-related activities

### **Qualifications**

- Documentation of High School Graduation and post-secondary units hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts as evidenced by transcripts or completion of a basic skills assessment
- Strong interpersonal, oral and written communication skills
- Demonstrated commitment to the AMPS vision and mission
- Meet all requirements needed for compliance with federal and state regulations

## **III. NON-INSTRUCTIONAL STAFF**

### **A. OFFICE MANAGER**

#### **Responsibilities and Duties:**

##### *Non-Instructional Operations*

- Efficiently implement all daily, non-instructional operations
- Supervise school operations staff including front office reception, food service, and maintenance
- Ensure all policies, logistical procedures, handbooks, and programs address the safety of students and staff
- Oversee distributions of all necessary student/family packets and other communications in coordination with Site Director
- Implement efficient operational systems and office procedures
- Manage food service personnel, vendors, food program documentation, compliance, reimbursement, payment system, safety, and quality controls
- Manage vendor relationship with transportation services
- Assist with logistics of student clubs, orientations, information nights, and other events

##### *Facilities Operations*

- Coordinate facilities projects and requests (e.g. space allocations and renovations, room changes, furniture orders)
- Develop facility maintenance plans and schedules
- Manage maintenance, janitorial, and pest control services
- Assist procurement and construction of new facilities, if applicable

##### *School Operations*

- Oversee student record keeping, student information, and attendance reporting
- Assist with student application process, lottery, and enrollment and ensure that procedures are compliant



- Oversee and assist with student supervision including arrival / dismissal, lunch, and break
- Coordinate all special student events such as field trips, in-school fundraising, and assemblies
- Oversee school risk management including health, safety, emergency plans, and student insurance

**Qualifications:**

- Bachelor’s degree required or a minimum of three years in operations, facility management, human resources, information technology, relevant start-up, or accounting
- Experience in program development, counseling, and other administrative duties in the middle/high school setting is a plus
- Evidence of successful track record
- Flexibility and willingness to participate in projects outside articulated responsibilities above

**B. ADMINISTRATIVE SUPPORT**

Provide office support for all directors related to implementing their duties, including:

- Perform basic accounting and payroll, communications, office supervision, attendance tracking, clerical duties, and the operation of office equipment
- Perform clerical and administrative procedures for daily school operations
- Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner
- Assure that student data, permission slips, and other required paperwork are kept current for each student as needed
- Prepare and mail correspondence to students’ parents
- Answer high volume of calls, return general voicemails or emails
- Contacting parents regarding absences, missing assignments, teacher concerns or student illness
- Implementing systems to support the work of teachers and administrative staff
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, programs and systems
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student, personnel and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine and scanners with speed and accuracy
- Assisting in the coordination of special events
- Place orders for office and classroom supplies
- Collect necessary paperwork and assist in the full enrollment of a new student
- Assist the Site Director and members of the administrative team, as directed

**Qualifications include:**

- High school diploma, some college credits earned/BA degree preferred
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems

- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities

## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

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

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

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

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

AMPS has developed a Safe School Plan and will continue to comply with all applicable laws and policies applicable to public charter schools. The AMPS Safe School Plan outlines safety procedures for fire, earthquake, and harmful intruders (lockdown drills). All staff is trained on emergency and first aid response according to state standards and training programs.

In order to provide safety for all students and staff, VPA, Inc has adopted and implements full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

The health and safety of staff and students is the highest priority for the school. VPA, Inc. has adopted comprehensive, site-specific Health and Safety Policies and Emergency Policies and Procedures (collectively, Policies and Procedures), including policies regarding the acquisition and maintenance of adequate onsite emergency supplies. Pursuant to Assembly Bill 806, AMPS shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements, including Education Code Section 32282, and shall review and update the plan annually by March 1.

AMPS trains all staff at least once annually in these Policies and Procedures. Emergency response drills are held regularly for all students and staff. VPA, Inc. keeps these documents readily available at the school site for use and review upon request.

The Health and Safety Policy address the following areas, at a minimum:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA

- Immunizations
- TB Testing
- Medication in school
- Vision, hearing, and scoliosis screening, per code
- Student Illness & Injury Policies

Emergency Policies and Procedures address the following areas, at a minimum:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

#### **PROCEDURES FOR BACKGROUND CHECKS**

All employees and all volunteers performing services that are not under the direct supervision of an employee, and any onsite independent contractors or vendors having unsupervised contact with students are required to submit to criminal background checks and fingerprinting in accordance with Education Code sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Site Director shall monitor compliance with this policy for school site personnel and volunteers; the Executive Director shall monitor compliance for central office staff (the Board President shall monitor fingerprinting and background clearance of Executive Director) and make quarterly reports to the Board. AMPS maintains on file and available for inspection evidence that VPA, Inc. has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. VPA, Inc. shall also ensure that the Site Director receives subsequent notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

#### **FACILITIES COMPLIANCE WITH STATE AND LOCAL BUILDING CODES**

AMPS shall comply with Education Code section 47610 by utilizing facilities that are either 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 and in conjunction with the FUSD (if at District facilities).

#### **FACILITIES COMPLIANCE WITH FEDERAL REQUIREMENTS, INCLUDING THE AMERICANS WITH DISABILITIES ACT**

AMPS shall comply with all federal requirements for public charter school facilities, including applicable provisions of the Americans with Disabilities Act.

### **SCHOOL SAFETY PLAN**

The following is a summary of the Health and Safety Policies and Procedures of AMPS. AMPS may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, epidemics or health outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

#### **ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse and will follow all applicable reporting laws. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter then files a report within 36 hours of first becoming aware of a suspected case of child abuse. The report is with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members receive in-service training in accordance with Education Code section 44691 and sign a document verifying notification and understanding regarding this responsibility.

#### **BLOOD-BORNE PATHOGENS**

AMPS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. It has a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff follow the latest medical protocol for disinfecting procedures.

#### **TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code section 49406. AMPS shall maintain TB clearance records and certificates on file.

#### **IMMUNIZATIONS**

AMPS will adhere to all laws related to legally required immunizations for entering students as is required of public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations section 6000-6075. AMPS will also monitor and comply with all federal and state or District mandates regarding COVID vaccines.

#### **MEDICATION IN SCHOOL**

AMPS will adhere to Education Code section 49423 regarding administration of medication in school. AMPS will adhere to Education Code section 49414 regarding epinephrine auto-injectors and training for staff members. Students requiring prescription medications and other medicines during school hours are accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents

complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff log times for administering medications for each student and establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provide parents with one week's notice to alert them that additional medications are needed.

#### **AUXILIARY SERVICES**

School staff conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

#### **VISION/HEARING/SCOLIOSIS**

AMPS adheres to Education Code §49450, *et seq*, to provide screening of students' vision and hearing and for scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by AMPS.

#### **SUICIDE PREVENTION POLICY**

AMPS shall maintain a policy on student suicide prevention in accordance with Education Code section 215 and review the policy at least once every five years.

#### **EMERGENCY PREPAREDNESS**

Aspen Meadow adheres to its Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school site. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members receive detailed annual training on emergency procedures. The handbook shall be kept on file for review.

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

#### ***Fire Drills***

Fire drills are held at least twice a semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers close all windows and doors have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel, and administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

#### ***Disaster Drills (I.E. EARTHQUAKE)***

Disaster drills are conducted at least once every two months. Students are made familiar with the "duck and cover" routine. A disaster drill commencing with the "duck and cover" routine is initiated by an

announcement over the intercom. Staff and students hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are in an outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turn off the gas. All unassigned staff report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

### ***Bomb Threats***

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, a designated evacuation code word will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

### ***Lock-Downs***

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times. A designated Lock Down code word will be given over the intercom and Lock Down procedures will be followed. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it

appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers and students will remain in the classroom or secured area until further instructions are given by the Site Director or law enforcement. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus. The office personnel will coordinate information requests to and/or from law enforcement and parents.

### ***Evacuation Plan***

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the designated evacuation code word over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

### **STAFF RESPONSIBILITIES**

All employees are responsible for their own safety, as well as that of others in the workplace. AMPS relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the premises, or in a product, facility, piece of equipment, process, or business practice for which AMPS is responsible, the employee will bring it to the attention of their supervisor, the Site Director, or Director immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Executive Director regarding the problem.



Employees are required to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, VPA, Inc. may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

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

Aspen Meadow Public School shall function as a drug, alcohol and tobacco-free workplace.

#### **FEMININE HYGIENE PRODUCTS**

Pursuant to the requirements of Education Code section 35292.6, AMPS shall ensure that at least 50 percent of the school's restrooms are stocked with feminine hygiene products at all times should the school maintain any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil poverty threshold required to operate a schoolwide program pursuant to section 6314(a)(1)(A) of Title 20 of the United States Code.

AMPS shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products as that term is defined in Education Code section 35292.6(c).

#### **COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES**

AMPS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law. VPA, Inc. has developed a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Pursuant to AB 543, the policy against sexual harassment is provided to new and continuing pupils during every orientation session. Misconduct of this nature is promptly addressed in accordance with AMPS's policy.

#### **FERPA**

VPA, Inc., employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

#### **STUDENT RECORDS**

VPA, Inc. will adhere to procedures related to confidentiality and privacy of student records. AMPS keeps student records in a locked file cabinet to which only designated staff will have keys, in accordance with policies. Student special education files are kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records are requested from the respective district.

#### **CUSTODIAN OF RECORDS**

In accordance with California Department of Justice requirements, the Head of School shall serve as AMPS's Custodians of Records.

#### **IMMIGRATION POLICY**

AMPS will comply with the requirements of Education Code section 234.7 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

#### **STUDENT DEBTS**

The Public School Fair Debt Collection Act (Education Code section 49014, Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, AMPS school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

#### **MENTAL HEALTH SERVICES**

AMPS will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022 (Education Code section 49428).

#### **BULLYING**

AMPS shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291 (Education Code sections 234.4, 234.6 and 32283.5).

#### **ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES**

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

AMPS will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

**SAFE PLACE TO LEARN ACT**

AMPS shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq., including the posting of the required school policies on its website.

**TRIBAL REGALIA/OBJECTS OF RELIGIOUS OR CULTURAL SIGNIFICANCE**

AMPS will allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by AMPS and would allow the school, under specific circumstances as set forth in the law (Education Code section 35183.1), to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

**CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT**

The Child Hunger Prevention and Fair Treatment Act of 2017 (Education Code section 49557.5), among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

AMPS will ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

**MIGRATORY CHILDREN**

AMPS will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. AMPS will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

**COMPLIANCE WITH STATE AND FEDERAL ENVIRONMENTAL LAWS**

AMPS shall comply with all applicable state and federal environmental laws pertaining to its charter school operations and facilities.

## ELEMENT G: RACIAL AND ETHNIC BALANCE

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

VPA, Inc. complies with all federal and state laws regarding recruitment and enrollment of diverse students, including students of color, students with disabilities (SWD) and English Learners (ELs), including students Redesignated Fluent-English Proficient (RFEP). As illustrated in the following table, AMPS’ enrollment closely tracks FUSD enrollment, with 72% Hispanic/Latinx students (compared to 69% at the District), 11% Black (higher than FUSD’s 8%), 4% Asian (lower than FUSD’s 12%), 8% White (on par with FUSD’s 9%) and 4% Two+ Races (on par with FUSD’s 3%). The rate of socioeconomically disadvantaged students (SED) at AMPS was 78% (compared to 87% across FUSD); 19% of our TK-8<sup>th</sup> grade students were EL’s with another 7% RFEP, compared to 18% ELs and 17% RFEP at FUSD in grades TK-12; the rate of Students with Disabilities (SWD) is slightly higher with 14% at AMPS and 12% at FUSD; and finally, AVPA has more Foster/Homeless students (4%) than FUSD (1%):

	Enrollment 2020-2021	% Hispanic/ Latinx	% Black	% Asian	% White	% Two + Races	% SED	% EL	% RFEP	% SWD	% Foster/ Homeless
Aspen Meadows Public School (TK-8)	257	72%	11%	4%	8%	4%	78%	19%	7%	14%	4%
Fresno Unified School District (TK-12)	72,419	69%	8%	12%	9%	3%	87%	18%	17%	12%	1%

Source:

<https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=10621660106740&agglevel=School&year=2020-21>

As a recipient of federal funds, including federal Title I, Part A funds, AMPS abides by all applicable federal program requirements. This includes, but is not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. These mandated requirements include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher does not meet the applicable teaching credentialing requirements at the grade level and subject area in which the teacher has been assigned

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

AMPS's Site Director bears primary responsibility for student recruiting and outreach, with support of VPA, Inc.'s Executive Director. In recognition of the fact that parents and students are the best ambassadors for our programs, parents of students at AMPS assist in outreach, including tours and open houses at the school. All families on the AMPS waiting list for enrollment will be informed about Aspen Valley as another option, though both schools maintain wait lists for enrollment.

## I. OUTREACH CAMPAIGN

AMPS implements a student recruitment strategy that includes, but is not limited to, the following strategies designed to achieve a racial and ethnic, SWD and EL (including RFEP) balance that is reflective of the general population residing within the boundaries of the FUSD. Enrollment and recruiting advertisements for the school clearly state that the "school services students with disabilities in the least restricted environment." AMPS conducts outreach in English and Spanish in order to ensure families with limited or no English proficiency are aware of our school and the opportunity to enroll.

AMPS holds at least one orientation meeting in English and Spanish per month in the three months preceding the annual lottery. The Site Director meets with community leaders and attends community events in the months leading up to the lottery, including:

- Local Council Members/Field Offices: Clint Olivier, Oliver Baines, Jim Patterson
- Neighborhood Association meetings and events, specifically: Lowell and Jefferson community groups
- Business Association meetings and events, specifically: Downtown Rotary Club, Cultural Arts Rotary Club, etc.
- Neighborhood Religious Institutions, specifically: CARE Fresno, Rescue the Children, Onramps Community Church, Bethany Inner City Church, Hope Now For Youth and others.

Finally, as needed, AMPS staff and volunteers engage in door-to-door outreach and flying at local businesses surrounding the school (groceries/markets, laundromats, health clinics, etc.) to ensure that those "hardest to reach" families are informed about Aspen Meadow Public School.

## II. COMMUNITY PARTNERSHIPS

The Executive Director and/or Site Directors will leverage AMPS's existing partnerships and meet with additional community organizations regarding potential partnerships and assistance (ranging from posting and distributing flyers to hosting information sessions for the population they serve to collaboration on services for AMPS students. AMPS will participate in community events to distribute information about the school, including the numerous annual cultural festivals in Fresno, local farmer's markets, and other community events. As the school grows, students may engage in service-learning projects at local middle and elementary schools (campus beautification, tutoring younger students, etc.), which will help to increase awareness about the school.

The Site Director may also seek media coverage and place advertising in appropriate local media. Social media including Facebook, Instagram, Twitter and more will be leveraged through student, parent and staff posts to help generate interest and excitement about our new school.

AMPS conducts outreach strategies as needed to recruit a student population that is reflective of the racial and ethnic balance of the District. The Site Director tracks all outreach activities and applications generated from each endeavor (where possible) in order to inform future outreach efforts that will yield the most success in generating a diverse school population. AMPS conducts student and parent surveys at least once annually which include questions that elicit satisfaction levels and suggestions to continually improve the school's multicultural environment. Our English Learner Advisory Committee (ELAC) helps school leadership evaluate our programs and services for students who are EL (including RFEP), including outreach practices and their efficacy in recruiting EL students.

## **ELEMENT H: ADMISSIONS REQUIREMENTS**

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

***In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.***

AMPS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). AVPA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. Enrollment shall be open to any resident of the State of California. AMPS enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(e)(2)(A). If the number of students who wish to attend the school exceeds capacity, entrance shall be determined by single random public drawing in accordance with Education Code §47605(e)(2) and all federal requirements. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5.

AMPS adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

AMPS shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. It does not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, or as a condition of admission or enrollment. It may request information necessary to apply specific admissions preferences set forth in this charter.

No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Post-matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. Post-matriculation testing is done for all students.

### **I. PUBLIC RANDOM DRAWING**

AMPS has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing; (2) information sessions for students and parents held in English and Spanish at the school site; (3) an application period; (4) a lottery, if necessary; and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Should a random public drawing be necessary, AMPS shall conduct a disparate impact analysis to ensure that its lottery procedures and preferences do not result in a disparate impact relating to any of the

following protected characteristics: 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.

VPA, Inc. uses a standardized application form required of all prospective students. Included with the application form is an information sheet detailing the educational philosophy and other information about AMPS, along with details about the lottery procedures and timing (if necessary), including statement that parents need not attend to secure a space for their child.

Lottery Applications are made available in January and are due by March 31.

#### **A. ADMISSION PROCESS AND OPEN ENROLLMENT**

In order to be included in the admissions lottery (if a lottery is necessary), families must submit a Lottery Application form by the stated deadline that includes the student's name, grade, birthday, and contact information for the family. Application materials are available in English and Spanish. All interested families are required to submit a completed Lottery Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.). Submitted Lottery Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

The open application period is advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school's website, as detailed in Element G.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a public random lottery to determine enrollment for the impacted grade level. In the event there are fewer Lottery Applications submitted than spaces available for a particular grade as of the application deadline, all applicants will be admitted and sent Enrollment Packets; the school will continue to conduct outreach and students will continue to be admitted on a first come-first served basis until the grade is full, with any additional applicants placed on a waiting list in the order they are received.

All admissions timelines will be subject to annual review and adjustment by the Board of Directors to meet the needs of the school while providing ample time for applicants. Changes will be reflected in adopted Board policies.

#### **B. PUBLIC RANDOM DRAWING PROCEDURES**

In the event a lottery is necessary, the lottery will be held in a public setting. Public notice will be posted with the date and time of the public drawing, in English and in Spanish, at least two weeks prior to the drawing. Public notice for the lottery will be distributed to families who have submitted applications and will be posted at AMPS and on the school's website. Additionally, the date, time, and location of the lottery will be stated in the application and marketing materials. The lottery will take place at AMPS. The



lottery will be held after school hours or in the evening. The lottery will be conducted by the Executive Director, or by his/her designated school employee(s). A representative from FUSD will be invited to attend to ensure the fairness and transparency of the lottery process.

In accordance with California Education Code and applicable federal guidance, the following students will be exempt from the lottery:

- (1) Current students enrolled in the school;
- (2) Siblings of enrolled students, including foster siblings;
- (3) Children of teachers or staff (not exceed 10% of student population).

Admissions preference will be given for the following applicants:

- (1) Children in foster care or who are homeless<sup>8</sup>
- (2) Residents of the District

No other admissions exemptions or preferences are assigned. In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The VPA, Inc. Board may review and revise this preference policy as necessary for the well-being of the school.

Lottery spaces are drawn in order of grade level by the Director-designated lottery official, and recorded by an AMPS employee. Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

Lottery Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists are readily available in the school's main office for inspection upon request. Each application is kept on file for the academic year with the applicant's assigned lottery number in the school database and on his or her enrollment application.

Parents are informed of lottery results in writing within 10 days of the lottery. Each student offered a space is required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold an information session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

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<sup>8</sup> "Homeless" will be defined – consistent with federal law -- as: children who are living in a sheltered or transitional temporary housing program, "doubled up" with another family due to economic hardship, or "unsheltered" (car/camp site).

- Proof of age requirements, e.g. birth certificate
- Application for Free or Reduced-Price Lunch
- Family Handbook

AMPS staff are available to assist families in completing the enrollment forms. An orientation meeting is held during the enrollment period (between notification and the Confirmation Deadline) to provide parents and students with more information about the school and answer their questions. Attendance is not required. Should a family decline the position, the next family on the list will be contacted until the open position is filled.

Should families not submit their enrollment forms within two weeks after acceptance from a lottery, their acceptance shall be forfeited.

### **C. WAIT LIST**

The lottery is used to determine applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families are contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until AMPS's open enrollment period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

## ELEMENT I: 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).***

### I. INDEPENDENT FISCAL AUDITS

Each year, the VPA, Inc. Board of Directors contracts with an independent auditor and oversees the completion of an annual audit of AMPS’s financial affairs. The Board will be responsible for contracting and overseeing the independent audit. The annual audit shall be conducted in compliance with the California Education Code 47605(c)(5)(I). The auditor selected will be certified by the State of California and approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, internal controls and other key compliance matters.

Audits are conducted in accordance with generally accepted accounting principles applicable to the school and pursuant to applicable sections of the “standards and procedures for audits of California K–12 local educational agencies.” To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The scope of the audit will include all elements mandated by the audit guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the FUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education by the 15th of December each year. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, the Executive Director will determine the appropriate corrective action and report the recommendations to the VPA, Inc. Board of Directors. The corrective action will then be taken in a timely manner and fully implemented prior to the end of the fiscal year following the year under audit. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent fiscal audit is a public record, to be provided to the public upon request.

AMPS observes the following audit timeline:

- The VPA Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the Executive Director or Business Director. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- VPA, Inc.'s Executive Director, Business Director and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Executive Director and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the VPA, Inc. Board of Directors with recommendations on how to resolve them.
- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies, if any, have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Director will provide a final copy of the audit to FUSD, FCOE and the CDE as required, by the December 15 annual deadline.

## II. INSURANCE

AMPS shall maintain finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the authorizer and the AMPS's insurer. The authorizer shall be named as an additional insured on all policies of the charter school.

## **ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES**

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

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

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

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

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

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)***

### **I. DISCIPLINE POLICY**

VPA, Inc. believes that students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, VPA, Inc. has developed a comprehensive set of student discipline policies which in many respects are consistent with California Education Code Section 48900’s requirements for school districts. VPA, Inc. has developed its own specific procedures for student suspension and expulsion. These policies are restorative and are fully detailed in AMPS’s Family Handbook. Each family receives a copy of these policies and verifies that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The school adhere the principles of Restorative Justice. All teachers receive extensive training in these practices, and the Site Director monitors consistent implementation across the school. Restorative Justice is focused on *prevention* of undesired behaviors through strategies such as:

### **Classroom**

- Teacher Modeling
- Respect Agreements
- Restorative Discipline
- Greet & Meet
- Morning Leadership Meeting

### **School-wide**

- Anti-Bullying Program
- Red-Ribbon Week (Drug Awareness)
- Leadership Assemblies (Quarterly)
- Class Leadership Presentations
- Parent Education- Counselor & Admin Quarterly
- Forgiveness Day
- Service Learning

### **Special Student Teams & Clubs**

- Leadership Team (These teams make frequent mini-visits to classrooms during Morning Meetings)
- The Justice League (Future years/Peer Mediators, grade 6)
- Climate Changers Club (Rotating Team, grades 4-6, promotes positive environment)
- Green Team (After school, promotes care for school campus)
- Drama Club (After school, promotes presentations with positive messages)

When a conflict does arise, teachers may employ *redirection* strategies such as:

- Use proximity; teacher may walk over to student's area to get attention
- Look at the student with a slight head shake or facial gesture
- Point in direction of Respect Agreement
- Use a visual symbol signaling "STOP"
- Make a whole class reminder, "It looks like ALMOST everyone is ready to begin."
- Have classroom management systems in place to minimize distractions.

More significant conflicts warrant *intervention* strategies ranging from meetings with the student and his/her parents/guardian, recommitment to the Respect Agreement, a Behavioral Plan, etc., or, as needed, suspension or expulsion consistent with school policies and applicable laws.

Policies regarding suspension or expulsion conform to applicable state and federal laws regarding all students, including the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, and the ADA. The Site Director bears primary responsibility for

overseeing all student discipline, though the Academic Director also has the authority to suspend students.

The Discipline, Suspension and Expulsion Policy (“Policy”) has been established to align in most material respects with Education Code Section 48900 *et seq.*, although AMPS is exempt from those and several other statutory provisions applicable to school districts (Ed. Code section 47610.) VPA, Inc.

will review policies and procedures surrounding suspensions and expulsions at least once annually and, as necessary, modify the Policy accordingly. The Policy serves as AMPS’s policy and procedures for student suspension and expulsion, and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

AMPS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its procedures are distributed as part of the Family Handbook and clearly describe discipline expectations.

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 the Policy, 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.

Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and the Site Director or his/her designee. Following this meeting, several actions may occur, including but not limited to:

- Warning, both verbal and written
- Loss of privileges (e.g. extra-curricular activities)
- Notices to parents by telephone or letter
- Request for parent conference (including teachers, counselors, or administrators)
- Behavior contract
- Detention
- Suspension (including in-school suspensions)
- Expulsion

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

## **II. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity

A single suspension may not be issued for more than five consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

#### **A. ENUMERATED OFFENSES**

**Discretionary Suspension Offenses:** Students *may* be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the 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 section, "hazing" does not include athletic events or school-sanctioned events.



- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, 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 property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the 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 including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “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.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “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.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) 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, 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 injury or serious bodily injury shall be subject to discipline.
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.
- x) Any other serious violation of AMPS’s student rules of conduct or behavioral expectations.

**Non-Discretionary Suspension Offenses:** Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.

**Discretionary Expellable Offenses:** Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the 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 section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, 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 property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the 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 including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) 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, 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 injury or serious bodily injury shall be subject to discipline.
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
- x) Any other serious violation of AMPS's student rules of conduct or behavioral expectations.

**Non-Discretionary Expellable Offenses:** Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive

If it is determined by an Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## **B. IN-SCHOOL SUSPENSION**

For in-school suspension, the student remains on campus for the length of the suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Site Director or other certificated

personnel provide support. During the day of the suspension, the student's teachers address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

### **III. SUSPENSION PROCEDURES**

Suspensions shall be initiated according to the following procedures:

#### **A. CONFERENCE**

Suspension shall be preceded, if possible, by a conference conducted by the Site Director 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 Site Director.

The conference may be omitted if the Site Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **B. NOTICE TO PARENTS/GUARDIANS**

At the time of suspension, the Site Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and 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. If school officials ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### **C. SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Site Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Site Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Upon request of a parent, a student who has been suspended for two or more schooldays will be provided with homework that the student would otherwise have been assigned. If a homework assignment that is turned into the teacher upon the student's return to school or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### **D. SUSPENSION APPEAL**

At the time the parent/guardian is informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact the Executive Director in writing within three days of the date of the suspension. The Director will gather information from the Site Executive Director/designee, student, parent or guardian to determine whether or not the Site Director/designee suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school's 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.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also emailed to the school Site Director. The Executive Director's decision is final.

### **IV. EXPULSION PROCEDURES**

#### **A. AUTHORITY TO EXPEL**

A student may be expelled following a hearing before an Administrative Panel on the recommendation from the Site Director. The Administrative Panel will consist of up to three members, who are certificated and neither a teacher of the pupil nor a member of the VPA Board of Directors. The Board or the Directors will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

## **B. HEARING PROCEDURES**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Site Director determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in a confidential setting.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

If a foster youth, as defined in Education Code section 48853.5, is recommended for expulsion, the notice of hearing must also be provided to the student's attorney and an appropriate representative of the county child welfare agency at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If a homeless youth, as defined in 42 USC section 11434a(2), is recommended for expulsion, the notice of hearing must also be provided to AVPA's designated homeless liaison at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

## **C. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES**

AMPS may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing



in the form of sworn declarations which shall be examined only by the Board of Directors and/or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Administrative Panel shall be guided by the following principles:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The school will also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the school shall present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **D. RECORD OF HEARING**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

#### **E. INVOLUNTARY STUDENT DISENROLLMENT, DISMISSAL, OR TRANSFER**

No student shall be involuntarily removed by AMPS for any reason unless the parent or guardian of the student has been provided written notice in-person and/or by mail or email of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the student will remain enrolled at AMPS until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

#### **F. PRESENTATION OF EVIDENCE**

While judicial rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the school.

#### **G. WRITTEN NOTICE TO EXPEL**

The Site Director or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Site Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

## **V. EXPULSION APPEAL**

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 10 calendar days following the written notice to expel, file a written appeal, requesting the Board reconsider the expulsion determination. The Board of Directors will consider the appeal in closed session at its next regularly scheduled board meeting or as soon as practicable. The Board will consider all information and evidence contained in the record from the expulsion hearing. The Board will inform the parent and student in writing within five (5) days of its decision. The decision of the Board of Directors is final.

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered. The review by the Board shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

A Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

The decision of the Board shall be limited as follows:

- (a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, the shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

## **VI. EXPELLED PUPILS/ALTERNATIVE EDUCATION**

The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

## **VII. DISCIPLINARY RECORDS**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **VIII. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year 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/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether 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 the Charter School agree otherwise.

Charter School personnel 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 Site Director or designee 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.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- 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 Charter School supervisory or 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 Charter 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 Charter School supervisory personnel.

If the Charter School 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-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School 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.

## **ELEMENT K: RETIREMENT PROGRAMS**

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

### **I. CERTIFICATED STAFF**

All certificated employees who are eligible shall participate in the State Teachers’ Retirement System (STRS); VPA, Inc. coordinates such participation, as appropriate, with the social security system or other reciprocal systems. Eligible certificated employees as participants in the STRS contribute the required percentage (currently 8%), and VPA, Inc. contributes the employer’s portion required by STRS (currently 8.25%). All withholdings from employees are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. VPA, Inc. shall forward any required payroll deductions and related data to FCOE as required by Education Code §47611.3. The Executive Director, working in conjunction with the school’s contracted business service provider, shall be responsible for ensuring that the forwarding arrangements occur in a timely, compliant manner.

### **II. CLASSIFIED STAFF**

All other staff shall participate in federal Social Security and other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. VPA, Inc. offering a 403b plan to all employees and makes a contribution to 403b plans of non-STRS eligible employees to supplement Social Security, in an amount determined annually by the VPA, Inc. Board of Directors.

### **III. RESPONSIBLE STAFF MEMBER**

The Executive Director, working in conjunction with the school’s contracted business services and payroll provider(s), is responsible for ensuring that appropriate arrangements for the aforementioned coverage are made, and that all required reports to the District, FCOE and others are submitted in a timely an accurate fashion.

## **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

No student shall be required to attend AMPS. Students who opt not to attend AMPS may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in the charter school shall be informed during open enrollment that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.



## **ELEMENT M: EMPLOYEE RETURN RIGHTS**

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

No public school district employee shall be required to work at AMPS. Employees of the authorizer who choose to leave the employment of the authorizer to work at AMPS have no automatic rights of return to the authorizer after employment by the AMPS unless specifically granted by the authorizer through a leave of absence or other agreement. Aspen Meadow Public School employees shall have any right upon leaving the authorizer to work at AMPS that the authorizer may specify, any rights of return to employment in a school district after employment at AMPS that the authorizer may specify, and any other rights upon leaving employment to work at AMPS that the authorizer determines to be reasonable and not in conflict with any law.

All employees of VPA, Inc. are considered the exclusive employees of VPA, Inc. and not of the authorizer, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the authorizer or any other school district will not be transferred to VPA, Inc. Employment by the VPA, Inc. provides no rights of employment at any other entity, including any rights in the case of closure of AMPS.

## **ELEMENT N: DISPUTE RESOLUTION**

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

*Participation in any dispute resolution procedure is entirely voluntary for the District to the extent the District is carrying out its oversight responsibilities, up to and including revocation of the charter petition.*

AMPS has adopted a Uniform Complaint Procedure and has provided the District with information regarding this procedure. The District, as part of its oversight responsibilities, will be notified of any concerns and/or complaints that provide reasonable cause to believe that a violation of the charter petition or related laws or agreements has occurred. In such situations, the District may intervene to assist in resolution of the complaint.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Any formal dispute resolution procedures entered into between the District and AMPS may be conducted in accordance with the procedures set forth below:

1) Any dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, by electronic mail 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 or electronic mail, upon electronic confirmation of receipt if delivered by 5:00 PM, or otherwise on the business day following transmission; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notifications and other notices shall be addressed as follows:

To Charter School:

Executive Director  
Valley Preparatory Academy, Inc.  
4221 N. Hughes Fresno, CA 93705

To District:

Superintendent  
Fresno Unified School District  
2309 Tulare Street  
Fresno, CA 93721

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“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. The Written Response may be tendered to the other party by personal

delivery, by facsimile, by electronic mail or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile or electronic mail, upon electronic confirmation of receipt if delivered by 5:00 PM, or otherwise on the business day following transmission; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the dispute be resolved by mediation. Each party shall bear its own attorneys' fees, 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 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Nothing in this Charter restricts the District's ability to initiate revocation proceedings in accordance with Education Code section 47607 and regulations sections 11968.5.2 and 11968.5.3.

## **ELEMENT O: CHARTER SCHOOL CLOSURE**

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

The following procedures constitute the “Closure Protocol” and shall apply in the event AMPS ceases to be a charter school or otherwise closes for any reason:

Any decision to close AMPS as a charter school operating pursuant to this Charter shall be documented by official action (“closure action”) of VPA, Inc., and will identify the person or entity responsible for all closure-related activities and actions. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and AMPS has exhausted all appeal procedures to county and state boards of education, VPA, Inc. votes to close AMPS, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(P) and regulations sections 11962 and 11962.1.

VPA, Inc. will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

VPA, Inc. will provide written notification to the home districts of students within 72 hours of the determination of the Closure Action.

Written notification of the Closure Action and the effective date of closure of AMPS shall be made by VPA, Inc. to the California Department of Education, the Fresno County Office of Education, the California Department of Education, the SELPA in which AMPS participates, and the retirement systems in which Aspen Meadow Public School employees participate, by registered mail within 72 hours of the Closure Action.

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

VPA, Inc. will ensure notification to the parents and students of AMPS of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.

AMPS will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at AMPS if AMPS is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational

Rights and Privacy Act (“FERPA”) 20 USC §1232g. AMPS will ask the District to store as necessary original records of its students.

As soon as is reasonably practical, VPA, Inc. will prepare final financial records. VPA, Inc. will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) 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; (iv) An assessment of the disposition of any restricted funds received by or due to AMPS, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by AMPS shall be the responsibility of VPA, Inc. and not the District. VPA, Inc. understands and acknowledges that it will cover the outstanding debts or liabilities of AMPS. Any unused special education related funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds as required by applicable law.

For a minimum of six calendar months from the later of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.

VPA, Inc. shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

In addition to the final audit, AMPS shall also submit any required year-end financial reports to the California Department of Education, the County Superintendent of Schools, and the District, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

AMPS may use, but is not limited to, reserves normally maintained for contingencies and emergencies to fund closure proceedings.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end VPA, Inc.’s right to operate as a charter school pursuant to this Charter or cause AMPS to cease operation.

Upon the dissolution of the corporation if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds shall be distributed in accordance with the articles of incorporation and bylaws to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

## ADDITIONAL PROVISIONS

### I. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605.6(h)*

Attached, as Appendix A, please find a detailed five-year budget that includes revenue and expense projections, plus monthly cash-flows for one year, and an explanation of the assumptions used in preparing the budget. These documents are based upon the best data available to the Petitioners at this time.

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

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

### II. IMPACT STATEMENT/FACILITIES:

*Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. Education Code Section 47605.6(h)*

*Governing Law: [T]he facilities to be used by the charter school ... The description of the facilities to be used by the charter school shall specify where the school intends to locate. Ed. Code § 47605(h).*

AMPS is operated by a California non-profit public benefit corporation, VPA, Inc. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an 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. AMPS shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School and the authorizer may enter into a memorandum of understanding, wherein the Charter School shall indemnify the authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

AMPS is located in a private/non-district facility: 1400 East Saginaw in Fresno. The facility can hold up to 300 students in 12 classrooms, with a cafeteria, main office, green space with three play structures, restrooms, supply and work room, speech and special education offices and an auditorium. Aspen has a three-year lease, with the option to extend the lease.

### **III. SELPA**

As detailed in Element A, *Section X: Special Needs: Aspen Meadow Public School Address The Needs Of All Sub-Groups, Including At-Risk Students, Subsection E: Students with Disabilities*, AMPS is an LEA member of the El Dorado SELPA, which provides cost-effective and consistent special education services. As its own LEA and member of a SELPA, AMPS works in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. AMPS complies with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, AMPS complies with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to it pertaining special education students.

Per federal law, all students with disabilities are fully integrated into the programs of AMPS, with the necessary materials, mandated services, and equipment to support their learning. AMPS meets all the requirements mandated within a student's Individual Education Plan (IEP). AMPS includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs. Please see Element A, *Section X: Special Needs: Aspen Meadow Public School Address The Needs Of All Sub-Groups, Including At-Risk Students, Subsection E: Students with Disabilities* for further details about AMPS's program for students with disabilities.

#### **IV. ADMINISTRATIVE SERVICES**

*Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided. Education Code Section 47605.6(h)*

AMPS receives its administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff, the staff of VPA, Inc. and through an appropriately qualified third-party contractor.

#### **V. INSURANCE**

The Charter School has finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the authorizer and the Charter School's insurer. The authorizer is named as an additional insured on all policies of the Charter School.



## APPENDIX A: BUDGET

### Aspen Public School

#### Multi-Year Forecast

Revised 2/13/17



	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast
<b>Assumptions</b>					
Revenue COLA (other than LCFF funds)	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%	2.00%
Enrollment	146.00	190.00	236.00	282.00	328.00
Average Daily Attendance	138.70	180.50	224.20	267.90	311.60
<b>Revenues</b>					
<b>State Aid - Revenue Limit</b>					
8011 LCFF State Aid	1,286,827	1,737,042	2,236,087	2,760,368	3,210,641
8012 Education Protection Account	27,740	36,100	44,840	53,580	62,320
8096 In Lieu of Property Taxes	101,784	132,459	164,528	196,596	228,665
	1,416,351	1,905,600	2,445,454	3,010,545	3,501,627
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	14,564	18,953	23,541	28,130	32,718
8220 Federal Child Nutrition	80,625	104,923	130,325	155,728	181,130
8290 Title I, Part A - Basic Low Income	35,000	34,675	43,070	51,465	59,860
8291 Title II, Part A - Teacher Quality	1,200	694	861	1,029	1,197
8294 Title V, Part B - PCSG	123,760	-	-	-	-
	255,149	159,244	197,798	236,352	274,905
<b>Other State Revenue</b>					
8311 State Special Education	70,044	91,153	113,221	135,290	157,358
8520 Child Nutrition	7,631	9,931	12,335	14,739	17,144
8545 School Facilities (SB740)	45,000	45,000	45,900	46,818	47,754
8550 Mandated Cost	1,104	1,942	2,527	3,139	3,751
8560 State Lottery	26,214	34,114	42,373	50,633	58,892
	149,993	182,139	216,356	250,618	284,898
<b>Other Local Revenue</b>					
8634 Food Service Sales	694	903	1,122	1,340	1,559
8660 Interest Revenue	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-
8699 School Fundraising	6,935	9,025	11,210	13,395	15,580
	7,629	9,928	12,332	14,735	17,139
<b>Total Revenue</b>	<b>\$ 1,829,122</b>	<b>\$ 2,256,912</b>	<b>\$ 2,871,940</b>	<b>\$ 3,512,250</b>	<b>\$ 4,078,569</b>

**Expenses****Certificated Salaries**

1100 Teachers' Salaries	385,000	504,900	629,442	758,764	893,007
1170 Teachers' Substitute Hours	22,000	44,880	68,666	81,713	83,347
1175 Teachers' Extra Duty/Stipends	5,000	5,100	5,202	5,306	5,412
1200 Pupil Support Salaries	81,914	83,553	85,224	86,928	88,667
1300 Administrators' Salaries	75,000	76,500	143,030	145,891	148,808
1900 Other Certificated Salaries	3,600	3,672	3,745	3,820	3,897
	<u>572,514</u>	<u>718,605</u>	<u>935,310</u>	<u>1,082,422</u>	<u>1,223,138</u>

**Classified Salaries**

2100 Instructional Salaries	92,610	107,587	156,049	208,580	263,149
2200 Support Salaries	89,576	91,368	93,195	133,607	136,279
2300 Classified Administrators' Salaries	43,231	44,096	44,978	45,877	46,795
2400 Clerical and Office Staff Salaries	66,000	67,320	68,666	70,040	87,041
2900 Other Classified Salaries	42,402	43,250	44,115	77,311	95,337
	<u>333,819</u>	<u>353,620</u>	<u>407,003</u>	<u>535,414</u>	<u>628,601</u>

**Benefits**

3101 STRS	82,610	116,989	169,572	206,743	233,619
3301 OASDI	20,698	21,924	25,234	33,196	38,973
3311 Medicare	13,147	15,547	19,464	23,459	26,850
3401 Health and Welfare	90,000	107,100	148,257	175,099	194,838
3501 State Unemployment	14,301	15,792	17,774	21,219	24,172
3601 Workers' Compensation	12,689	15,011	18,792	22,650	25,924
	<u>233,445</u>	<u>292,364</u>	<u>399,093</u>	<u>482,365</u>	<u>544,377</u>

**Books and Supplies**

4100 Textbooks and Core Curricula	13,870	18,411	23,326	28,430	33,729
4200 Books and Other Materials	27,740	36,822	46,652	56,860	67,457
4302 School Supplies	69,350	92,055	116,629	142,149	168,643
4303 Special Activities/Field Trips	6,935	9,206	11,663	14,215	16,864
4304 Uniforms	500	664	841	1,025	1,216
4305 Software	10,403	13,809	17,495	21,323	25,298
4400 Noncapitalized Equipment	75,000	76,500	78,030	79,591	81,182
4700 Food Services	88,256	117,151	148,424	180,901	214,618
	<u>292,054</u>	<u>364,617</u>	<u>443,059</u>	<u>524,493</u>	<u>609,007</u>

**Subagreement Services**

5102 Special Education	10,000	13,274	16,817	20,497	24,318
5105 Security	750	996	1,261	1,537	1,824
5106 Other Educational Consultants	5,000	5,100	5,202	5,306	5,412
	<u>15,750</u>	<u>19,370</u>	<u>23,281</u>	<u>27,341</u>	<u>31,554</u>

**Professional/Consulting Services**

5801 IT	10,000	13,274	16,817	20,497	24,318
5802 Audit & Taxes	4,000	4,080	4,162	4,245	4,330
5803 Legal	2,500	5,100	5,202	5,306	5,412
5804 Professional Development	8,500	11,283	14,295	17,423	20,670
5805 General Consulting	7,500	9,955	12,613	15,373	18,238
5810 Payroll Service Fee	4,800	6,372	8,072	9,839	11,672
5811 Management Fee	35,514	43,828	55,640	67,894	78,853
5812 District Oversight Fee	14,164	19,056	24,455	30,105	35,016
5814 SPED Encroachment	8,461	11,011	13,676	16,342	19,008
	<u>95,438</u>	<u>123,958</u>	<u>154,932</u>	<u>187,024</u>	<u>217,517</u>

<b>Facilities, Repairs and Other Leases</b>					
5601 Rent	60,000	60,000	61,200	62,424	63,672
5602 Additional Rent	33,000	43,804	55,498	67,641	80,248
5603 Equipment Leases	6,900	9,159	11,604	14,143	16,779
5610 Repairs and Maintenance	12,000	15,929	20,181	24,597	29,181
	<u>111,900</u>	<u>128,892</u>	<u>148,482</u>	<u>168,805</u>	<u>189,881</u>
<b>Operations and Housekeeping</b>					
5201 Auto and Travel	1,500	1,991	2,523	3,075	3,648
5203 Business Meals	1,200	1,593	2,018	2,460	2,918
5300 Dues & Memberships	1,500	1,991	2,523	3,075	3,648
5400 Insurance	20,000	26,548	33,635	40,995	48,635
5501 Utilities	17,500	23,229	29,430	35,870	42,556
5502 Janitorial/Trash Removal	2,500	3,318	4,204	5,124	6,079
5510 Office Expense	20,000	26,548	33,635	40,995	48,635
5511 Postage and Shipping	1,000	1,327	1,682	2,050	2,432
5512 Printing	1,250	1,659	2,102	2,562	3,040
5513 Other taxes and fees	500	664	841	1,025	1,216
5514 Bank Charges	360	478	605	738	875
5515 Public Relations/Recruitment	10,000	10,200	10,404	10,612	10,824
5900 Communications	7,500	9,955	12,613	15,373	18,238
	<u>84,810</u>	<u>109,503</u>	<u>136,215</u>	<u>163,952</u>	<u>192,745</u>
<b>Depreciation</b>					
6900 Depreciation Expense	2,604	2,656	2,709	2,763	2,819
Total depreciation	<u>2,604</u>	<u>2,656</u>	<u>2,709</u>	<u>2,763</u>	<u>2,819</u>
<b>Interest</b>					
7438 Interest Expense	750	600	540	450	-
	<u>750</u>	<u>600</u>	<u>540</u>	<u>450</u>	<u>-</u>
<b>Total Expenses</b>	<b><u>\$ 1,743,084</u></b>	<b><u>\$ 2,114,185</u></b>	<b><u>\$ 2,650,624</u></b>	<b><u>\$ 3,175,029</u></b>	<b><u>\$ 3,639,638</u></b>
<b>Surplus (Deficit)</b>	<b><u>\$ 86,038</u></b>	<b><u>\$ 142,727</u></b>	<b><u>\$ 221,316</u></b>	<b><u>\$ 337,221</u></b>	<b><u>\$ 438,932</u></b>

Fund Balance, Beginning of Year	\$ 139,637	\$ 225,675	\$ 368,402	\$ 589,718	\$ 926,939
<b>Fund Balance, End of Year</b>	<b>\$ 225,675</b>	<b>\$ 368,402</b>	<b>\$ 589,718</b>	<b>\$ 926,939</b>	<b>\$ 1,365,871</b>
	12.9%	17.4%	22.2%	29.2%	37.5%

**Cash Flow Adjustments**

Surplus (Deficit)	86,038	142,727	221,316	337,221	438,932
Cash Flows From Operating Activities					
Depreciation/Amortization	2,604	2,656	2,709	2,764	2,818
Public Funding Receivables	13,975	(24,071)	(61,751)	(62,452)	(55,005)
Due To/From Related Parties	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	2,972	159	752	742	667
Accrued Expenses	-	-	-	-	-
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.	-	-	-	-	-
Cash Flows From Financing Activities					
Proceeds(Payments) on Debt	(50,000)	(50,000)	(50,000)	(50,000)	-
Total Change in Cash	55,590	71,470	113,026	228,275	387,412
Cash, Beginning of Year	151,698	207,288	278,758	391,784	620,059
<b>Cash, End of Year</b>	<b>\$ 207,288</b>	<b>\$ 278,758</b>	<b>\$ 391,784</b>	<b>\$ 620,059</b>	<b>\$ 1,007,470</b>

## APPENDIX C: REQUEST FOR BOARD MEMBER INFORMATION

JOHN GRICE

Fresno Unified School District Request for Board Member Information		
Personal Information		
Name (First/Middle/Last): <b>John J. Grice</b>		
Other Names Used (i.e. Maiden/Former Married): <b>NA</b>		
Current address: <b>4635 N. Arrow Ridge Way</b>		
City: <b>Clovis</b>	State: <b>CA</b>	Zip Code: <b>93619</b>
Daytime Phone: <b>(559) 326-9314</b>	Cell <b>(559) 326-9314</b>	Fax
Email Address: <b>john.grice@valleyprep.com</b>		

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

*I became aware of VPA when I was looking for a school to enroll my children in. My brother (whom had children attending VPA) was the person that told me about VPA. After checking into the school, I decided to enroll my children in VPA. About 1 year after I enrolled my children, I was invited to consider serving on the board by another board member who also had children attending VPA.*

2. Explain why you wish to serve on the board.

*After enrolling my children at VPA I became very impressed with the schools mission and approach as well as its successes. The high level of professional and positive attitudes as well as the concern for each individual student made it a home for me to offer my experience and service. VPA represented (to me) a model that every school should follow and I became determined to assist in its further development and mission to provide a quality education to poor, disadvantaged and at risk students.*

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

*I have never served on the board of a school district or any other public school prior to VPA. I have served on the board of two different not-for-profit religious organizations. I have also served as a board member of a not-for-profit organization that provided self-development training to youth between the ages of 9 and 18. My experience as an entrepreneur and as a Director of several companies have given me the ability to understand and manage financials, make sound decisions based upon the goals and objectives of the organization as well as navigate through difficult financial situations.*

4. Describe your understanding of the appropriate role of a public charter school board member.

*According to my understanding, a public charter school board member is an individual working collectively with other individuals to utilize their knowledge, experience, influence and resources to assist the school administration and teaching staff in carrying out the goals and objectives of the organization; To ensure that each student have an equal opportunity to a quality education (with access to whatever resources are required to make that a reality) and to be morally and legally responsible for the financial, management and administrative health of the organization*

5. Indicate specifically the knowledge and experience that you would bring to the board.

*I am happy to bring and offer over 15 years of knowledge and experience in financial management, international business ownership and management, experience with understanding how current and future laws and regulations will impact the effectiveness of an organization with the ability to assist in developing strategies to evade negative impacts and exploit positive opportunities. I will also bring the care, concern and criticism of a parent, the encouragement and cheerleading of a supporter and a down-in-the-trenches lead by example volunteer.*

6. Please provide a forecast of where you see the school in one year and then again in five years.

*Within 1 year VPA will have started the successful operation of a second school location that will provide excellent educational training and leadership development for pre-K through 4<sup>th</sup> grade students. During that same year VPA will have also improved all student test scores in every subject through better enhancements of its delivery of the common core. In 5 years VPA will be successfully operating 2 elementary / junior high schools and 1 high school with a long waiting list at each school. VPA will have a high level of success at delivering quality education as well as leadership development and training to poor, disadvantaged and at risk students within the communities it will serve.*

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?

*Currently, such a situation could not happen without full support of a majority of board members. As a board member I would do everything within my power to make sure that such a situation does not receive board support. However, if it were to happen outside the board then I would handle that type of situation by meeting with the Director, VP and other administrator to inform them that such dealings are illegal and will need to be cancelled immediately, then I would approach the board members in question and also inform them that such dealings are illegal and will need to be cancelled immediately or it will be reported to the respective authorities. If immediate action is not taken to cancel such dealings, I would then report it to the respective authorities and push for an investigation. I would follow through to make sure that such deals are cancelled and that effective measures are taken to neutralize those in violation.*

**Conflict of Interest**

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.

*One of my brothers knew Don Linton, one of the board members. My brother and Don Linton attended the same church back in the early 90's.*

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership employment, contractual or management interest in the educational service provider.

*NO*

9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

*My father, one of my brothers and two of my sisters has met Shelly (Director) back in the early 90's because they all attended the same church.*

10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

*NO*

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

*NO*

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

*NO*

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

*NO*

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

*NONE*

*Educational Philosophy*

15. Please describe your understanding of the school's mission and/or philosophy.

*I understand that VPA has a mission to provide quality education and leadership development to poor, disadvantaged and at risk students throughout the community.*

16. Please indicate your level of familiarity with the educational program that the school utilizes.

*I am very familiar with the educational program at VPA. As a member of the board, we approved the educational program as well as the books and materials to be utilized with the curriculum.*



# John Grice

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(559)225-7737

[contactjohng@yahoo.com](mailto:contactjohng@yahoo.com)

## SUMMARY OF QUALIFICATIONS

- Highly creative, energetic, resourceful and personable leader with extensive experience in sales, marketing and management
- Successfully collaborates with ability to build and motivate cross-functional teams to achieve bottom line results
- Creative problem solver with the ability to get buy-in from partners, investors and clients
- Dynamic communication and relationship skills and able to interact on a consultative basis with senior management
- Effective customer and sales focus approach with a track record of success

## SOFTWARE SKILLS

- Microsoft: Word, Excel, Outlook, Access, Project, PowerPoint and Publisher

## PROFESSIONAL EXPERIENCE

Self – Employed - Fresno, CA January 2011 – Present

- Work directly with startup companies to assist in the development of the overall business plan and strategies

### Business Consultant

- Prepare industry and market research for business plans to present to investors for various startup companies and projects
- Evaluate and restructure existing business plans in accordance with newly established company goals and strategies
- Build, maintain and strengthen collaborative relationships with B2B service providers
- Recommend and negotiate business terms with investors
- Attend weekly networking functions
- **Key Achievements:**
- Developed a business plan and secured first stage funding for a hydrogen based fuel saving device for large diesel trucks
- Created a business plan and presentation for a solar based energy reduction project

Admatha Capital Management – Singapore December 2006 – December 2010

Investment banking, project management and consulting company servicing businesses throughout South East Asia

### Managing Director

- Developed and implemented the overall company business and strategic plans and utilized leadership skills to train and inspire employees to accomplish company goals
- Prepared business and marketing plans for healthcare, mining, toll road, and housing development projects
- Cold called on small to medium size companies and sold consulting service contracts
- Represented the company at various functions, trade shows and conventions
- Hired management teams to assist with overseeing construction projects

- Set up and managed a branch office in Jakarta Indonesia with 5 administrative staff and 14 sales consultants, managed payroll and office equipment

***Key Achievements:***

- Raised over \$34 million for client projects
- Established independent agents in Malaysia, Philippines, Thailand and Hong Kong
- Increased company revenue by 29% in 8 months by adding new services

**Lepont Management – Europe August 2000 – November 2006**

A project management and consulting firm based in London UK that helped secure funding for real estate projects for clients in France, Germany, Belgium, Spain, Netherlands, Luxembourg and Switzerland ***Senior Consultant***

- Cold called on small to medium size businesses and sold consulting service contracts
- Developed and maintained relationships with other professional service providers
- Prepared business plans, feasibility studies and proposals
- Negotiated terms between clients, banks, financial institutions and investors
- Expanded company services to include asset management
- Hired and trained 9 employees ***Key Achievements:***
- Increased sales by 38% and revenue by 23% in 10 months
- Reduced operating expenses by 17%
- Raised over \$19 Million for client projects
- Trained and mentored two of the top producing sales consultants

**California Numismatic Investments – Los Angeles, CA May 1996 to June 1999**

Investment company specializing in the sale of gold, silver and rare coins

**Investment Consultant**

- Assisted clients in diversifying their investment portfolios
- Provided investment consultations to clients
- Prepared and distributed sales and marketing materials
- Sold Gold, Platinum, Rare Coins, Silver and other rare items

**EDUCATION**

California Polytechnic State University

- Completed 2 years of Agri-Business courses with concentration in marketing

Westec College

- Accounting course

## CARRIE ZULEWSKI

Fresno Unified School District Request for Board Member Information		
Personal Information		
Name (First/Middle/Last): Carrie Krikorian Zulewski		
Other Names Used (i.e. Maiden/Former Married):		
Current address: 6047 N. Winchester Ave		
City: Fresno	State: CA	Zip Code: 93704
Daytime Phone: (559) 246-6200	Cell: (559) 246-6200	Fax
Email Address: carriez@sbcglobal.net		

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board. *I was invited by Site Director, Mrs. Sands to tour the current school and interview with Executive Director, Mrs. Lether.*
2. Explain why you wish to serve on the board. *I have been an advocate for children in this valley for many years, and this opportunity to support a high-quality charter organization directly aligned with my personal mission statement.*
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. *I have served on the Board of Directors as Vice President for the Juvenile Diabetes Foundation in Fresno. I have served on the Board of Directors for the Diabetic Youth Foundation. I have served on the Board of Directors for the 11<sup>th</sup> District PTA State of California. I was also named Volunteer of the Year at Dorothy Starr Elementary School-Fresno CA.*
4. Describe your understanding of the appropriate role of a public charter school board member. *My role is to help manage, guide, and direct the staff as they invest in the development of exceptional leaders.*
5. Indicate specifically the knowledge and experience that you would bring to the board. *I have served on multiple Boards and reviewed many budgets and expansion plans. I also have extensive experience promoting organizations and collaborating with teams to promote organizational health.*

6. Please provide a forecast of where you see the school in one year and then again in five years.

*One Year: the opening of Aspen Public School, a public school with a safe learning environment determined to develop leaders. Five years: The replication of Aspen to provide more high-quality school choices to parents in the Fresno community.*

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?  
*I would call for a special meeting and a vote of the majority of the members of the Board of Directors in compliance with the bylaws.*

**Conflict of Interest**

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.  
*There was no prior knowledge of the Board of Directors by myself or my spouse.*

9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. *I had met Site Director Mrs. Sands through mutual friends prior to becoming a Board Member.*

10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.  
*None known*

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. *None known*

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.  
*None known*

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.  
*None known*

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.  
*None known*

*Educational Philosophy*

15. Please describe your understanding of the school's mission and/or philosophy.  
*Transforming the community by developing exceptional leaders. This mission defines everything that the school strives to do. The school makes all decisions with careful consideration about how each one affects the development of students and the effect on students' future lives.*
16. Please indicate your level of familiarity with the educational program that the school utilizes.  
*I have a fairly high level of familiarity of the educational program. I have read the business plan and reviewed the curriculum the school uses.*
17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?  
*A successful school strives to achieve a safe environment where kids are free to reach their potential academically and socially.*  
*Steps: The steps I see necessary to ensure the students' success are: provision of many learning and service opportunities accompanied by praise and clear instruction carried out in a safe environment in order to promote their potential.*

# CARRIE ZULEWSKI

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6047 N Winchester Fresno, CA 93704 | 559-246-6200 | carrie.zulewski@valleyprep.com

## SUMMARY

"A head for business, a heart for the world"

If you are looking for fresh ideas for fundraising events, we are here to help. We can:

- Organize events, coordinate volunteers
- Raise money for a project or organization
- Provide marketing advice which may include press releases to media and promotion
- Give direction and coordinate activities for your Organization
- Take an active part in soliciting donations
- Provide detailed reporting of results throughout the "campaign" and at its end
- Provide support for event auctions/raffles including solicitation of items
- Answer questions and provide guidance, structure and task assignment Give insight from over 25 years of organizing events.

## INTERESTS

Fundraising for non-profit organizations, Fundraising for local politics, Co-owner of C and M Collectibles, Owner of Valley Beads, Owner of Hair by Carrie Z., Enjoy Lobbying Congress for increase in funding for diabetes.

## EXPERIENCE

Fundraising Consultant, *Z Fundraising Advisors*

• October 2009-Present, Fresno, California Area

Entrepreneur

• 1987-Present, Fresno California

## ORGANIZATIONAL INVOLVEMENT

Current Board Member and Secretary of the Valley Preparatory Academy Charter, Inc. Board

Past Board President of The Greater Fresno Chapter Juvenile Diabetes Association

Board Member of the Diabetic Youth Foundation of Concord, CA

Volunteer for Valley Medical Center 1988-1995

Board of Trustee and Christian Education for Pilgrim Church, multiple terms

Supported interview boards for the Fresno Unified School District

Past Executive Board Member for the Fresno Unified District Parent Teacher Association, multiple terms

Active in Re-Form Fresno Unified.

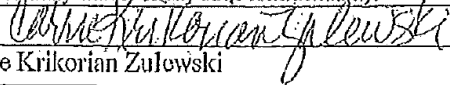
References:

Carole M. Sarkisian-Bonard, Ed.D, President Educators' Implementation Group, Inc.

Andreas Borgeas, County of Fresno Board of Supervisors Chairman, District 2

**Background Information- insert resume here  
Include the following information in resume:**

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to Release Information	
<p>My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:</p> <ul style="list-style-type: none"> <li>◦ Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.</li> <li>◦ Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.</li> <li>◦ Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.</li> <li>◦ Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.</li> <li>◦ Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.</li> </ul>	
Signature:	
Name:	Carrie Krikorian Zulewski
Position with School Development Team:	Board Secretary
Date:	9-21-15

## DEBORAH ANN TORRES

Fresno Unified School District Request for Board Member Information			
<b>Personal Information</b>			
Name (First/Middle/Last): Deborah Ann Torres			
Other Names Used (i.e. Maiden/Former Married): Deborah Ann Knott			
Current address: 7133 E Bremer Ave			
City: Fresno		State: CA Zip Code: 93737	
Daytime Phone: 559-268-0839		Cell 559-408-8330	Fax
Email Address: thedebbiet@yahoo.com			

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

**Please submit typed responses to the inquiries below:**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

I knew of Valley Prep Academy because of my position at the Fresno Rescue Mission. We were looking for a good educational match for our children at Rescue the Children and researched various opportunities. After our children were enrolled and we were excited about their education Shelly Lether and I had further conversations about VPA and she mentioned an opportunity to sit on the Board.

2. Explain why you wish to serve on the board.

I welcome this opportunity to sit on the Board at VPA to help with guidance and oversight for an already outstanding academic school. I appreciate the dedication and leadership that VPA has and value the opportunity to help where I can, be a sounding board when I can, offer advice and support as needed.



3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. I have not served on a board of a school district or a non-profit organization. Since I work at a non-profit, I feel it is important to serve, but there needed to be a right fit in a non-competing environment.

Relevant experience is working in a non-profit and I also have my degree in Liberal Studies and spent considerable amount of time in the classroom in various school districts substitute teaching.

4. Describe your understanding of the appropriate role of a public charter school board member. My role is oversight, support, encouragement, accountability and advice.
5. Indicate specifically the knowledge and experience that you would bring to the board. I bring a working knowledge of non-profit governance, accountability and transparency. Within my duties of Chief Development Officer at Fresno Rescue Mission, I also have an area of expertise in marketing and communication. I also bring knowledge of the classroom personally as an active parent volunteer through 3 children and professionally.
6. Please provide a forecast of where you see the school in one year and then again in five years. In one year I see VPA successfully maintaining Valley Prep Academy, opening Aspen Charter School and successfully increasing enrollment in both sites to viable capacity. I see the schools with high academic standards, building confidence and ability in each and every student and effectively supporting and encouraging the parents and care givers in their role as mentors to their students.  
  
In five years I see both schools filled to effective capacity, expanding in grades to accommodate new students and increasing in size and capacity to serve the community. I do foresee a need to open a new high school to give parents viable options for their students' needs and educational successes in our community.
7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)? If I believe that any of the schools board were working for their benefit or the benefit of a friend or family I would address that issue immediately and directly. I believe accountability is tantamount within any company and certainly transparency is critical within this organization. My approach would be to ask a lot of questions, scrutinize associations that may be a conflict and if there is a question put measures of accountability such as 2 signatures or oversight by another staff member.

### **Conflict of Interest**

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.  
I did not
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.  
I do not

**Educational Philosophy**

15. Please describe your understanding of the school’s mission and/or philosophy.  
Valley Prep Academy will support and encourage each and every student's academic success. They believe in success, leadership and fostering both in each and every child. They also believe in learning and making learning relevant. They don't believe in rote homework but instead in meaningful at home activities that will support the educational process. Valley Prep also wants to support and educate each parent or caregiver in the best methods and practices of supporting their individual student.
16. Please indicate your level of familiarity with the educational program that the school utilizes.  
I have observed classroom and heard presentations by staff and students regarding Leader in Me and Basecamp.
17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?  
I believe the key to success is in supporting both the student and the parent or caregiver through the educational process. I believe this is accomplished through a partnership with the school and each member to assure support and success for all parties. I believe VPA has a good balance in this regard. To ensure school success it is the board's responsibility to keep the vision in focus, accountability in place and sustainable growth on the horizon.

<b>Authorization to release Information</b>	
<p>My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:</p> <ul style="list-style-type: none"><li>● Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.</li><li>● Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.</li><li>● Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.</li><li>● Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.</li><li>● Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.</li></ul>	
Signature:	
Name: Deborah Torres	
Position with School Development Team:	Date: 10/28/16

## DEBORAH TORRES

7133 East Bremer Avenue • Fresno, CA 93737 • 559.408.8330 • thedebbiet@yahoo.com

### **SUMMARY OF QUALIFICATIONS:**

**Professional:** Motivated, Innovative and Dedicated. Solid writing and organizational skills. Excellent social and interpersonal skills.  
Proven leader: Recruited, motivated and managed productive department leaders and support staff.

**Technical:** Microsoft Office: Word and Excel including mail merge and database software

### **PROFESSIONAL EXPERIENCE:**

**CHIEF DEVELOPMENT OFFICER** – FRESNO RESCUE MISSION, FRESNO, CA 2/2015 TO PRESENT

- Oversee Donor Development, Marketing & Public Relations
- Strategize, Develop & Implement comprehensive marketing programs
- Function as the Public Information Officer
- Supervise Director of Community Engagement – including Mission at the Mission, Events and Volunteerism

**DIRECTOR OF WOMEN AND CHILDREN'S SERVICES** – FRESNO RESCUE MISSION, FRESNO, CA 12/2008 TO 2/2015

- Responsible for department budget
- Evaluated and Implemented comprehensive programming for women and children
- Developed working symbiotic relationships with other parachurch and secular organizations
- Define key staffing roles. Hire and train appropriate personnel
  
- Translate the purpose and the passion of Rescue the Children and the Fresno Rescue Mission to individuals, churches and businesses through presentations and individual meetings
- Consistently rated "Outstanding Performance" in annual reviews

**SUBSTITUTE TEACHER** – SANGER UNIFIED SCHOOL DISTRICT, SANGER, CA 9/2007 TO 11/2008

- Specializing in Junior High grades
- Including a long-term position in Language Arts and Social Studies, Quail Lake

**ASSISTANT MANAGER & FITNESS TRAINER** – GEMS FITNESS FOR WOMEN, FRESNO, CA 8/2004 TO 11/2006

- Oversee all aspects of location: staff, sales, operations and client relations
- Strategize and implement site specific marketing plan

**SPECIAL EVENTS DIRECTOR** – BOYS & GIRLS CLUBS OF FRESNO COUNTY, FRESNO, CA 1/2002 TO 4/2004

- Plan and implement special events
- Solicit business and private sponsorships and donations
- Issue press releases and act as media liaison
- Recruit and oversee committee volunteers
- Publish quarterly newsletter

**DIRECTOR OF CHILDREN'S MINISTRY – JUBILEE CHRISTIAN CENTER, SAN JOSE, CA**

1

8/2000

- Organize and oversee all aspects of the Children's Ministry office
- Oversee church's program for 500 children per week
- Recruit, coordinate, train & supervise 40+ volunteer staff
- Plan, coordinate and implement events and activities

**EDUCATION:**

CALIFORNIA STATE UNIVERSITY, FRESNO - BACHELOR OF ARTS, LIBERAL STUDIES

FRESNO CITY COLLEGE - ASSOCIATE OF ARTS

**REFERENCES:**

Kenneth Quenzer  
Boys & Girls Clubs of Fresno County  
540 N. Augusta Street  
Fresno, CA 93701  
559-266-3117  
[kquenzer@bgclubfc.org](mailto:kquenzer@bgclubfc.org)

Stan Oken  
Wonder Valley Ranch & Resort  
6450 Elwood Road  
Sanger, CA 93657  
559-906-0200  
[stan@wondervalley.com](mailto:stan@wondervalley.com)

Pastors Randy & Cherie Hand  
Celebration Church  
4842 W. Jacquelyn Ave.  
Fresno, CA 93722  
559-275-2083  
[rehand@celebrationchurch.cc](mailto:rehand@celebrationchurch.cc)

## SARGENT DIANA TRUEBA

Fresno Unified School District Request for Board Member Information		
<b>Personal Information</b>		
Name (First/Middle/Last): Diana Maria Trueba		
Other Names Used (i.e. Maiden/Former Married): N/A		
Current address: 2323 Mariposa Mall		
City: Fresno	State: CA	Zip Code: 93720
Daytime Phone: 559-259-2857	Cell 559-259-2857 Fax	
Email Address: Diana.Trueba@fresno.gov		

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

**Please submit typed responses to the inquiries below:**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.—  
I became aware of the charter school after attending Better Blackstone Project meetings on school campus (Aspen). Shelly Lether invited me to sit on the board and interview for the position.
2. Explain why you wish to serve on the board.-  
I love my community and I am committed to working to ensure it is a better and safer place.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.  
I currently serve on the Board of Directors for the Family Healing Center (non-profit). FHC is committed to helping women and children that are victims of sexual and physical assault.
4. Describe your understanding of the appropriate role of a public charter school board member.  
I understand that part of the role of a school board member is to make decisions that will positively impact the children attending the school (financial, educational, safety, etc.).

5. Indicate specifically the knowledge and experience that you would bring to the board.  
I am a peace officer and am currently assigned as the Police Detective Sergeant to the Fresno Police Department's Central Policing District. I have over 13 years of law enforcement experience with expertise ranging from sexual assault, domestic violence, gangs, narcotics and undercover

investigations. I am confident that the knowledge, training and experience I bring to the board will assist with making the schools a safer place.

6. Please provide a forecast of where you see the school in one year and then again in five years.  
I see both Valley Prep and Aspen schools growing in their enrollment numbers a year from now. I see both schools graduating successful students and seeing increasing enrollment numbers five years from now as well.

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?

If I believed that one or more members of the school board were involved in self-dealing, I would bring it up to the board president and ensure that an extremely thorough investigation is conducted. The most important thing is keeping the children and their interests in mind. However, this is a very delicate situation because if I am wrong in my belief, I could potentially damage someone's reputation before a thorough investigation is completed.

#### Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.

I did not know any of the board members personally before being invited to sit on the board. I did meet some of them in the Better Blackstone Project meetings.

9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

N/A

10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

N/A

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

N/A

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

N/A

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

N/A

### **Educational Philosophy**

15. Please describe your understanding of the school's mission and/or philosophy.

The mission of the school is to bring positive change to the community by developing exceptional leaders. Once those leaders are created, it is the hope of the community to have those leaders stay within the community and create more leaders themselves. This will ensure that the community is transformed by people that have a vested interest.

16. Please indicate your level of familiarity with the educational program that the school utilizes.

As a new board member, I have learned about the educational program that the school utilizes (including leadership, music, as well as the common core standards). This well rounded program will ensure the success of students.

17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Some of the characteristics of a successful school are good oversight from the Board and strong school leadership. Ensuring that the board knows when to approve programs when they are in the benefit of the students enrolled.

**Background Information- insert resume here**  
**Include the following information in resume:**

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly

disclosed as part of the charter petition review and renewal process.

- Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature:



Name:

DIANA TRUEBA

Position with School Development Team:

BOARD MEMBER

Date:

11/29/16



Sergeant Diana M. Trueba #S190  
Fresno Police Department  
Central District Investigations  
3502 N. Blackstone Ave. #201 Fresno, CA  
Office 559-621-6205

## **TRAINING HISTORY**

### **Supervisory/Promotion Courses/Training**

**Women Leaders in Law Enforcement Symposium**  
**California Police Chiefs Association**  
San Diego, California  
November, 2016  
14 Hours

**Fresno Sheriff's Department**  
**Leadership Principles**  
Clovis, California  
August, 2016  
16 Hours

**Women Leaders in Law Enforcement Symposium**  
**California Police Chiefs Association**  
Sacramento, California  
November, 2015  
14 Hours

**Women Leaders in Law Enforcement Symposium**  
**California Police Chiefs Association**  
Anaheim, California  
October, 2014  
14 Hours

**CSU Long Beach**  
**Internal Affairs**  
Garden Grove, California  
September 22-24, 2014  
24 hours

**DPREP**

**Critical Incident Response For Law Enforcement Supervisors and Managers**

Anaheim, California

July 21-24, 2014

32 Hours

**Fresno Sheriff's Department**

**Leadership Principles**

Clovis, California

June 10-11, 2014

16 Hours

**CPOA**

**Officer Involved Shootings-Supervisory and Management Responsibilities**

Fresno, California

February 7-8, 2014

16 Hours

**Knowledge, Skills and Abilities, LTD.**

**Mock Assessment Center Scenarios**

**Assessment Centers-Rick Michelson**

February 2014

Sacramento, California

8 Hours

**Behavior Analysis Training Institute (BATI)**

**Advanced Cognitive Interviewing & Forensic Statement Analysis**

February 08, 2008

Fresno, California

40 hours/ P.O.S.T Certified

**Interview and Interrogation**

December 14, 2007

Fresno, California

40 hours/P.O.S.T. Certified

**Tulare-Kings Counties Public Safety Training Department**

**Preparation and Service of Search Warrants**

Visalia, California

November 9, 2005

24 hours

**EMPLOYEMENT**

1997-1999 City of Reedley, Police Department Reedley, CA  
Reserve CSO/Jailer

1999-2000 City of Reedley, Police Department Reedley, CA  
911 Police Dispatcher

2000-2003 City of Fresno, Police Department Fresno, CA  
911 Police Dispatcher

2003 – Present City of Fresno, Police Department Fresno, CA

Cadet

- Patrol Transport-Wagon

Police Officer

- Personnel Recruiter (Collateral Duty)
- Sexual Assault Unit Detective
- MAGEC-Metro- Bulldog Gang Detective/Investigator
- Graffiti Detective
- Violent Crime Impact Team-Surveillance Team (VCIT)-  
Undercover

## MARY JANE FITZPATRICK

Fresno Unified School District Request for Board Member Information	
<b>Personal Information</b>	
Name (First/Middle/Last): Mary Jane Fitzpatrick	
Other Names Used (i.e. Maiden/Former Married): Mary Jane Cope, maiden	
Current address: 1522 W. Holland	
City: Fresno	State: Ca. Zip Code: 93705
Daytime Phone: (559)226-0170	(559)905-1919 Cell Fax
Email Address: micfitz@comcast.net	

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board. I am the grandparent of a student currently enrolled at Valley Preparatory Academy (VPA). At the completion of his first year, I attended an open house that highlighted academic achievement and visual arts for every grade level. It was a pleasure to see an active and involved staff. My son and daughter-in law were hoping that VPA would provide a "gentle education" with high academic and behavioral standards. We all believe that VPA has fulfilled those requirements. I had the opportunity to thank the Executive and Academic Directors for their focus and energy and to offer my support in any way that I could. After sharing my background of service, I was asked to consider a position on the board.
2. Explain why you wish to serve on the board. My retirement has provided time and opportunity to support efforts that create community. VPA is resolved to anchor the school neighborhood with a strong message of inclusion and caring. Everyone has a voice and is encouraged to engage with staff. Investing time and interest in the school is welcomed and rewarded with appreciation and thanks. I wish to serve on a board that supports those efforts.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.  
N/A
4. Describe your understanding of the appropriate role of a public charter school board member. **The role of a public charter school board member is to make sure that all students learn and that nothing illegal, unethical or imprudent is allowed to exist.**
5. Indicate specifically the knowledge and experience that you would bring to the board. **I have 26 years of increased responsibility working for the City of Fresno Department of Parks, Recreation and Community Services. I was responsible for providing city-wide recreation programs that promoted health and wellness for children, adults, senior citizens, and disabled youth and adults. I was responsible for creating and managing line item budgets, recruiting and training staff, facility management and maintaining regular communication with the Fresno City Council and the Mayor's office.**
6. Please provide a forecast of where you see the school in one year and then again in five years. **The 2015-16 school year at VPA will utilize the globally acclaimed *The Leader in Me* program that promotes; responsibility, critical thinking, integrity, teamwork, collaboration, listening, and speaking. I envision that this investment of resources and staff training will ultimately benefit every student in a very positive way. The next five years at VPA is all about smart growth. With the addition of Aspen Public School (a replicate of the successful model of VPA), growth is certainly in the future. I hope to see the establishment of a high school for the two TK-8 feeder schools.**
7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)? **I would ask difficult questions that would require specific and truthful answers to my concerns. If I were not satisfied with the answers, I would consult with our attorney for guidance. Egregious events would be reported to FUSD Charter office Manager.**

**Conflict of Interest**

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship. N/A
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. N/A
10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.  
N/A

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. *N/A*
12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. *N/A*
13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. *N/A*
14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts. *N/A*

**Educational Philosophy**

15. Please describe your understanding of the school's mission and/or philosophy. **The mission of VPA is *Transforming the community by developing exceptional leaders*. VPA provides a safe learning environment where students can develop academic and character excellence. The mission is for all students to become self-motivated, lifelong learners by providing high academic and ethical standards. When 21st. century leadership skills are taught alongside standards-based curriculum, students become productive and healthy members of our community.**
16. Please indicate your level of familiarity with the educational program that the school utilizes. **Teachers align all lesson plans to California Common Core State Standards. In addition to using state-adopted core textbooks, teachers have the flexibility to design curriculum using the internet, enrichment materials, project based assignments and teacher created materials. Curriculum effectiveness is analyzed by educational SMART goals (specific, measurable, attainable, results oriented, time bound). Character development is the keystone to VPA. Core values are taught through Franklin Covey's *7 Habits of Happy Kids*. (The Leader in Me). VPA utilizes the Discipline that Restores model, developed by Ron and Roxanne Claassen which promotes discipline that is fair, restorative and consistent.**
17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? **Key characteristics: Vision, leadership, professional development, high academic standards, evidence of success, family/ school/ community partnership, evaluation. Steps to ensure success include; supporting a culture of transparency, quarterly review of mission/goals/objectives, meaningful evaluations of all stakeholders, monthly budgetary reviews, review academic stats.**

# Mary Jane Fitzpatrick

(559) 905-1919  
1522 W Holland Ave. Fresno, CA 93722  
micfitz@comcast.net

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## Education

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- California State University, Fresno 1974 Dean's List Graduate  
Bachelor of Science Degree, Therapeutic Recreation

## Professional Experience

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- Recreation Manager, City of Fresno Department of Parks and Recreation March 2005- June 2010  
  
Responsible for city-wide recreation programs including; senior citizens, disabled youth and adults, adult sports programs, health and wellness, aquatics and neighborhood parks. Managed 325 employees. Managed line item budgets totaling seven million dollars. Reported to Fresno City Council and Mayor's office.
- Community Recreation Supervisor II March 1998-March 2005  
  
Supervised 15 neighborhood park programs, 20 FUSD elementary school programs and managed Mosqueda Community Center in Southeast Fresno. Supervised 12 fulltime staff and 41 temporary employees. Worked closely with Fresno Police Department in various youth programs and community events.
- Interim Community Recreation Supervisor II Sept 1996-March 1998  
  
Supervised 15 neighborhood park programs, 20 FUSD elementary school programs and managed Mosqueda Community Center in Southeast Fresno. Supervised 12 fulltime staff and 41 temporary employees. Worked closely with Fresno Police Department in various youth programs and community events.
- Therapeutic Recreation Supervisor I Feb 1988- March 1996  
  
Supervised and implemented adapted recreation programs for disabled youth and adults. Responsible for assuring ADA compliance and access to city owned facilities throughout Fresno.
- Therapeutic Recreation Specialist June 1984- Feb 1988  
  
Planned and facilitated adapted citywide programs and activities for disabled youth and adults.
- Special Education Classroom Assistant, Fresno Unified School District Sept 1974-June 1976

## Affiliations

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- Fresno's Master Chorale, performing chorus with Fresno Philharmonic
- San Joaquin River Parkway (docent in training)
- Valley Preparatory Academy Board member and Leadership Team member
- First Congregational Church, member

**Background Information- insert resume here**  
**Include the following information in resume:**

- o Education History
- o Employment History – If applicable, include previous experience with Charter Schools
- o Professional Licenses/Credentials
- o Professional Affiliations (Corporate Positions, Board Positions, etc)
- o Pictitious Business Name Affiliations
- o Professional References
- o If applicable – Arrests and/or Convictions

Authorization to release information	
<p>My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:</p> <ul style="list-style-type: none"> <li>o Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.</li> <li>o Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.</li> <li>o Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.</li> <li>o Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.</li> <li>o Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.</li> </ul>	
Signature:	<i>Mary Jane Fitzpatrick</i>
Name:	MARY JANE FITZPATRICK
Position with School Development Team:	Board member
	Date: 9/22/15



## MEGAN RAFFERTY

Fresno Unified School District Request for Board Member Information		
Personal Information		
Name (First/Middle/Last): Megan E Rafferty		
Other Names Used (i.e. Maiden/Former Married):		
Current address: PO Box 214		
City: Linden	State: CA	Zip Code: 95236
Daytime Phone: 209-351-3468	Cell	Fax
Email Address: mrafferty3@gmail.com		

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

**Please submit typed responses to the inquiries below:**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

Recently, I started doing work in Fresno and felt like supporting a charter school in the region would deepen my work in the community. Corrie Sands invited me to interview for the board position.

2. Explain why you wish to serve on the board.

I want to support a charter school that making strides in closing the achievement gap for students in Fresno. I believe that supporting school choice is important especially for low income and first generation students. A great public school can change the lives of students.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

4. Describe your understanding of the appropriate role of a public charter school board member.

A charter school board member should focus relentlessly on student achievement, act strategically, commit to exemplary governance, ensure that there is exceptional school leadership, raise and use resources wisely, and maintain regulatory and legal compliance.

5. Indicate specifically the knowledge and experience that you would bring to the board.

I bring knowledge and experience of a classroom educator, a qualitative researcher -whose primary research focus was high performing charter management organization and charter school authorizing, education data, and aligning the education to workforce pipeline.

6. Please provide a forecast of where you see the school in one year and then again in five years.

I see Valley Prep making great academic strides across their campus in the next year as well as growing their second campus enrollment. In five years, I believe that Valley Prep will see organizational growth. Additionally, I foresee the organization will have high achieving students across sites that are out performing their peers in the city.

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?

I would find evidence regarding the self-dealing, and then I would bring it to the rest of the board and call for those other board members resign.

#### *Conflict of Interest*

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.

No.

9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

I met Corrie Sands prior to expressing interest in coming onto the board.

10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

No.

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

No.

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

No

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I don't.

**Educational Philosophy**

15. Please describe your understanding of the school's mission and/or philosophy.

Valley Prep's mission is transforming the community through the development of exceptional leaders. Essentially, through education you can transform communities.

16. Please indicate your level of familiarity with the educational program that the school utilizes.

I am relatively familiar with some of the educational programs, such as Boot Camp, that the schools utilize. I look forward to getting more familiar over time.

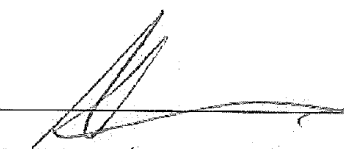
17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that great leadership and passionate teachers are essential characteristics of a successful school. As a board member we are charged with supporting the executive director. Great leadership starts at the top.

**Background Information- insert resume here**  
**Include the following information in resume:**

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information
<p>My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:</p> <ul style="list-style-type: none"> <li>• Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.</li> <li>• Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.</li> <li>• Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.</li> <li>• Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.</li> </ul>

<ul style="list-style-type: none"> <li>• Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.</li> </ul>
<p align="center"></p>
<p>Signature: _____</p>
<p>Name: <u>Megan Raftery</u></p>
<p>Position with School Development Team: <u>Board member</u></p>
<p>Date: <u>1/12/16</u></p>

# MEGAN RAFFERTY

3500 N DUNCAN RD • LINDEN, CA 95236 • MRAFFERTY3@GMAIL.COM • (209)351-3468

## SUMMARY OF QUALIFICATIONS

An Education Consultant with a Master's degree in Special Education and six years of educational development work experience, specializing in the research, analysis, development and presentation of public charter school policies and data.

## EDUCATION

*Master of Arts (M.Ed.), Special Education*  
University of the Pacific

Graduated May 2013  
Stockton, CA

*Bachelor of Arts (B.A.), Cultural Anthropology*  
University of Oregon

Graduated August 2003  
Eugene, OR

## WORK EXPERIENCE

**Outreach Consultant**  
**Educational Results**

**November 2013- Present**  
**Sacramento, CA**

- Assist in the development of Cal-PASS Plus website, California's K-16 to workforce data website.
- California charter schools & traditional districts engagement to increase membership to Cal-PASS Plus.
- Meet and present to district school leaders to inform them about the Cal-PASS Plus.
- Assist in the coordination and planning of meetings and webinars across California to increase awareness, shift the mindset from compliance to education improvement & reform.
- Facilitate small group activities during meeting to assist participants in accessing and understanding data
- Support the development of the Cal-PASS Plus K-12 Foster Youth Dashboard
- Develop power point presentations and website content.
- Develop and present webinars to train new members on using Cal-PASS Plus.

**Research Consultant, Author**  
**National Association of Charter School Authorizers**

**February 2014-June 2014**  
**Chicago, IL**

- Updated policy briefs: *Chartering Boards, NACSA's Principles & Standards, Minimum Performance Thresholds, Evaluating & Sanctioning Authorizers.*
- Developed interview protocol with the goal of getting the right responses for the needs of the work. Interviewed leaders of charter school authorizing, charter school policy, and SEA in eight states.
- Revised and rewrote briefs to reflect current policy, rules, regulations, and practices.

**Presenter & Co-Author**  
**Soholt Strategic Communications**

**March 2012 – Present**  
**Seattle, WA**

- Disseminated the Bill & Melinda Gates Foundation Charter Management Organization (CMO) Succession Planning Report to charter school organizations through three state and national charter school conferences and an online tool featured on the National Alliance for Public Charter Schools' website.
- Coordinated a private session for forty high performing CMO leaders and supporters at the California Charter School Association Conference to present the CMO Succession Planning Report.
- Designed a hour-long PowerPoint presentation on the report, online tool, and data compiled for conferences.

**Principal** **January 2009 – Present**  
**Egret Hill Consulting, LLC** **Linden, CA**

- Formed collaborative relationships with educational organizations and organization leaders for a consulting firm supporting charter school organizations through research, project work, and advocacy.
- Contributed to two national studies on high performing charter schools through site visits of high-performing charter schools and interviews with key stakeholders across the nation.
- Developed and delivered presentations to local LEA representatives and developers on charter start up options.

**Education/Research Consultant** **August 2012 – February 2013**  
**WestEd** **Sacramento, CA**

- Developed a five-page report assessing the practices of California’s Charter School Authorizers commissioned by the California Department of Education in support of the California Board of Education.
- Interviewed the executive leadership of eight high performing charter schools and charter management organizations in order to identify “best practices” in data management and charter school authorizer practices.
- Identified charter school authorizers with rigorous oversight practices for qualitative interviews.
- Developed an interview protocol for charter school organizations and charter school authorizers.
- Interviewed CDE Charter School Dissemination Grant recipients on the application process and grant impact.
- Developed a marketing plan for the CDE Dissemination Grant which improved applicant pool size 41%.

**Contributing Researcher and Author** **August 2011 – January 2012**  
**Plattner Communications** **Baltimore, MD**

- Developed an eighteen-page actionable research report detailing current charter school practices with an online tool that allowed charter school leaders to access resources and improve succession planning practices. The report can be found on the National Alliance for Public Charter Schools website.
- Conducted a research study, which included qualitative and quantitative methods, examining the succession planning practices of top performing CMOs.

**Consulting Researcher** **July 2010 – February 2011**  
**KW Consulting** **Seattle, WA**

- Coordinated site visits and conducted in-person interviews across five nation-wide charter and public schools as project principal for a case study examination of innovative special education delivery in public schools.

**Aspire Public Schools, Educator** **August 2005 – May 2010**

- Regional substitute teacher K-12
- Special educator & RtI coordinator

**ASSOCIATIONS**

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**Rye Catcher, Advisor** **October 2014- Present**  
 New York, NY

- Strategic partnerships
- Business development

**WISH Charter Elementary, Board Member** **March 2013 – June 2015**  
 Los Angeles, CA

▪ Community Outreach and Executive Committee Member  
**The Fine Road Foundation, Co- Founder/ Trustee** **May 2013- Present**  
 Linden, CA

- Organizational Development
- Governance Committee and Community Relations Committee

Association of Small Foundations

June 2013- December 2013

Washington, D.C.

- Next Generation Cohort Member

## STEVEN JOHN PAUL

Fresno Unified School District Request for Board Member Information		
Personal Information		
Name Stephen John Paul		
Current address: 5844 E. Hamilton		
City: Fresno	State: CA	Zip Code: 93727
Daytime Phone:	Cell 559 259-6752	Fax
Email Address: spaul@cgschool.com		

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board. *Became aware through current boardmember Carrie Krikorian Zulewski and I was invited by Carrie Zulewski.*
2. Explain why you wish to serve on the board. *My family has serving the community in for over 110 years. From senior citizens to children, any opportunity to improve the quality of life for our citizens you or old is a privilege.*

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. *I have appointed to the Roosevelt Implementation committee from 1991 to 1995 for the city of Fresno by then city council member Esther Padilla.*
4. Describe your understanding of the appropriate role of a public charter school board member. *Help manage, guide and direct the development of exceptional leaders.*
5. Indicate specifically the knowledge and experience that you would bring to the board. *As a native to Fresno I bring a wealth of historical knowledge to the board. From my families agricultural roots dating back from 1904 to my development of Bouquet of Fruits as a nationally recognized brand my business experience, business development and people skills can help play a role in this board.*
6. Please provide a forecast of where you see the school in one year and then again in five years. *To open Aspen as a public school with a safe and dynamic learning environment making it the foundation to expand and open other successful schools for the community.*
7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family) *Bring it to the attention to the board and call for a special meeting to address the issues and vote to regain compliance to the bi laws of the board and to the charter.*

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship. *No knowledge by myself or my spouse of any other board members.*
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. *No knowledge of any suggested above.*
10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business. *No knowledge by either myself or my spouse of any such activity.*



11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. *No knowledge by either myself or my spouse of any such activity.*
  
12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. *No knowledge by either myself or my spouse of any such activity.*
  
13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. *No knowledge or desire by either myself, family members or by my spouse for any such activity.*
  
14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts. *NONE.*

**Educational Philosophy**

15. Please describe your understanding of the school's mission and/or philosophy. *Growing the community by developing exceptional leaders to provide a safe and dynamic learning environment for students*
  
16. Please indicate your level of familiarity with the educational program that the school utilizes. *Medium to High.*
  
17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful. To always *provide a safe and thriving learning environment so all students can achieve their maximum learning abilities without feeling inhibited.*

---

**Background Information- insert resume here**

**Include the following information in resume: *Resume has already been provided.* Please modify as needed to accommodate your needs.**

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Pictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

## STEPHEN J. PAUL

5844 E, Hamilton Ave  
Fresno, Ca. 93727  
Ph. 559-259-6752  
[spaul@cgcmail.com](mailto:spaul@cgcmail.com)

**Summary:** Currently working at Homegrown Organic Farms In Porterville, Ca as the stone fruit, specialty fruit, grape and value added commodities Category Director. 1987 to 2008, co-founder of Bouquet of Fruits, bouquetoffruits.com and 2009 to the present co-founder of Gourmet Shopping Network LLC, DBA California Gourmet Company. Over 20 years of experience with on line food marketing. 28 years experience in the food manufacturing and new value added product development. Over 33 years of experience in the fresh produce industry.

*Job Title:* Consultant

*Employer:* The Food Commons, FRESNO, CALIFORNIA

*Dates:* 04/14 to 11/14

*Duties:* Consult the business development for a new retail operation with e-commerce supporting sustainable local agricultural grown food and value added products for under serviced communities within the city of Fresno.

*Job Title:* Consultant

*Employer:* Thomas Creek Farms LLC., STRATHMORE, CALIFORNIA

*Dates:* 10/12 to 6/14

*Duties:* Business development and new value added agricultural food product development.

*Job Title:* Category Sales Manager

*Employer:* Homegrown Organic Farms., PORTERVILLE, CALIFORNIA

*Dates:* 10/11 to Present

*Duties:* Category commodity manager and business development for stone fruit, specialty fruit, grapes and value added products.

*Job Title:* Founder

*Employer:* Gourmet Shopping Network LLC DBA, California Gourmet Company 2015 W. Bullard Ave, FRESNO, CA. 93711.  
<http://www.californiagourmetcompany.com>

*Dates:* 6/08 to Present

*Duties:* Founded and created the Gourmetshoppingnetwork.com. An ecommerce portal and brick and mortar retail store giving consumers a direct link to California producers and food manufactures. Developed the brand, technology, marketing and infrastructure to launch the business in 2009. All sites are live and functional.

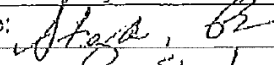
*Job Title:* Founder, Owner

*Employer:* Bouquet of Fruits Inc., FRESNO, CALIFORNIA

*Dates:* 1/87 to 12/08

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.
- Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature: 

Name: Stephen J. Patel

Position with School Development Team: School Board

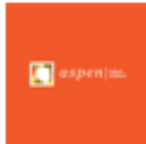
Date: 10-12-15

# APPENDIX D: SCHOOL CALENDAR

## Valley Preparatory Academy and Aspen Public School | 2017-2018 Calendar



For class field trip dates and special events info:  
[www.valleyprep.com](http://www.valleyprep.com)  
[www.aspenps.org](http://www.aspenps.org)



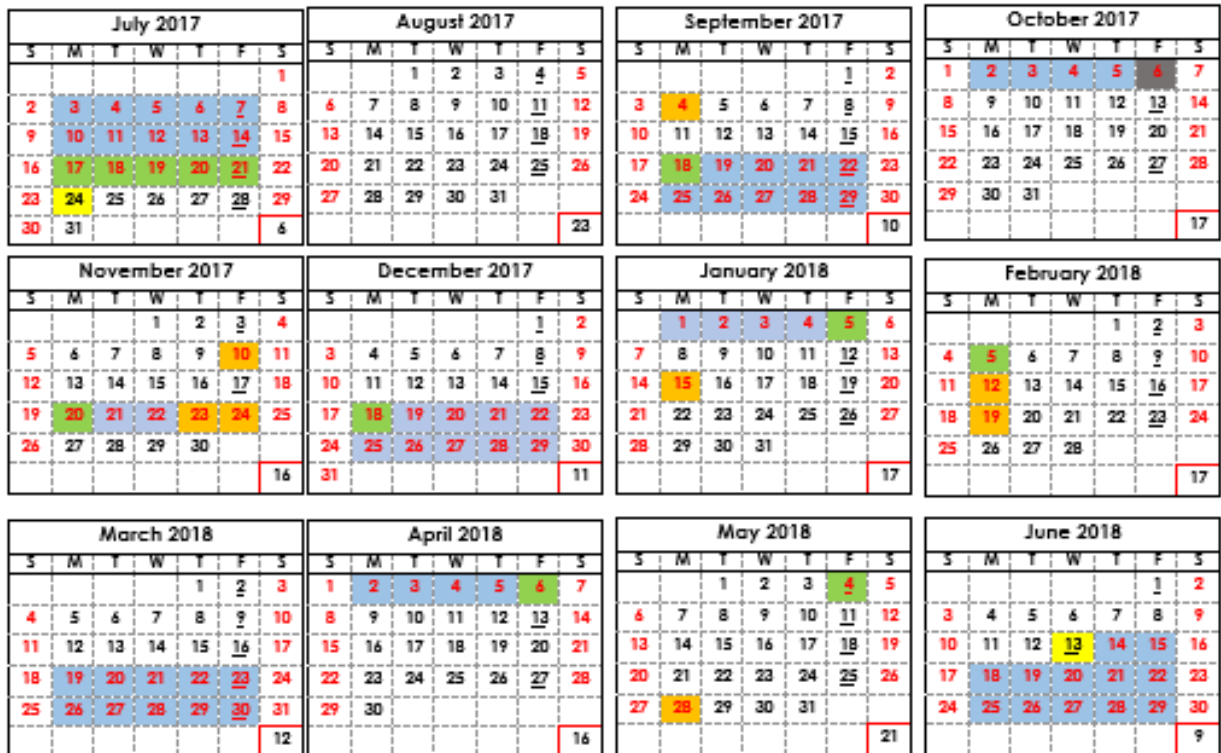
**School Begins**  
**July 24, 2017**  
**School Ends**  
**June 13, 2018**

<span style="background-color: yellow;">1</span>	Holiday
<span style="background-color: lightblue;">1</span>	Not in session
<span style="background-color: lightgrey;">1</span>	Parent Conferences / No School
<span style="background-color: lightgreen;">1</span>	Teacher in service/No School
<span style="background-color: white;">1</span>	Normal day
<span style="background-color: lightyellow;">1</span>	Minimum Day

Black calendar days denote when school will be in session.

Red calendar days denote when school will not be in session.

**Classes begin at 8:00 AM**  
**Monday – Thursday** Dismissal  
 Transitional Kindergarten – 11:30 AM  
 Kindergarten – 1:50 PM  
 1<sup>st</sup> – 8<sup>th</sup> grades – 3:15 PM  
 Fridays are minimum days; students will be dismissed at:  
 Transitional Kindergarten – 11:30 AM  
 Kindergarten – 12:50 PM  
 1<sup>st</sup> – 8<sup>th</sup> grades – 1:00 PM



**Vacations and Holidays**  
 Labor Day: Sept. 4  
 Fall Break Sept. 18-Oct. 6  
 Veteran's Day: Nov. 10  
 Thanksgiving Break: Nov. 20-24  
 Winter Break: Dec. 18 - Jan. 6  
 M. L. King, Jr. Day: Jan. 15  
 Lincoln's Birthday: Feb. 12  
 Presidents' Day: Feb. 19  
 Spring Break: Mar. 19-Apr. 6

**VPA Board of Education Meetings**  
 Fourth Tuesday of the month at 10:00AM, unless otherwise specified.  
 Check school website for meeting location.

## APPENDIX E: ORGANIZATIONAL CHART

The following is the VPA, Inc. Organizational Chart:

