ACE Esperanza Academy

Renewal Charter Petition

Redline Version

Respectfully Submitted to
Franklin-McKinley School District (FMSD):
October 24, 2017

For a Requested Charter Term of:
July 1, 2018 – June 30, 2023

Primary Contact:
Greg Lippman
Executive Director,
ACE Charter Schools
1 (408) 677-1546,
glippman@acecharter.org

Where Students Realize Their Extraordinary Potential

~~ACE Charter Middle School: Franklin-McKinley~~

~~October 12, 2012~~

~~Requested Charter Term:~~

~~July 1, 2013 – June 30, 2018~~

~~Primary Contact:~~

~~Greg Lippman~~

~~Executive Director~~

~~ACE Charter Schools~~

~~1 (408) 677-1546~~

~~glippman@acecharter.org~~

TABLE OF CONTENTS

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

APPENDICES

Where Students Realize Their Extraordinary Potential

Where Students Realize Their Extraordinary Potential

COVER LETTER

October 24, 2017

Franklin-McKinley School District Board of Trustees
Juan Cruz, Superintendent
645 Wool Creek Drive
San Jose, CA 95112

Dear Franklin-McKinley School District Board of Trustees and Superintendent Cruz,

ACE Charter Schools exists because there are significant numbers of low-income students and families in our communities who are getting left behind. ACE Charter Schools is a network of urban schools in downtown and East San Jose that successfully recruits disengaged, pessimistic middle school students, and works with them (and their families) until they graduate from ACE Charter High School ready to confidently choose college as a stepping stone to the life they wish to lead.

The vast majority of ACE students are low-income Latinos from the highest-need neighborhoods in East San Jose. ACE students mostly come from demographic subgroups that are significantly underrepresented in college: 95% are Latino, 93% are from low-income families, 67% are English Learners, and 20% are students with special needs.

The ACE Mission: *Grow, Everyone, Every Day*
The mission of ACE Esperanza Middle School, and the entire ACE organization, is the following:

> *ACE works with families and communities in the highest-need neighborhoods to create and sustain middle and high school where students who have been left behind by the traditional school system grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university.*

This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. And this optimism means that teachers and staff at ACE believe that children and families who are not only demographically underrepresented in college, but have a whole

Where Students Realize Their Extraordinary Potential

array of obstacles between them and a college degree can learn the confidence and skills they need to thrive at a four-year university. Every element of the school's model is focused on developing this "college-ready confidence;" ACE's demanding yet optimistic culture permeates every aspect of the academic program, staff training, and parent engagement work, and helps students and families take their first steps toward reaching the goal of college success.

ACE's motto is *Grow, Everyone, Every Day*, and the motto is the school's expression of its optimism that everyone—not only those who are statistically more likely to succeed—will grow to personal and academic college readiness. To achieve this growth, everything that happens is built on the ACE Culture of Optimism. The ACE Culture of Optimism is designed to help students and families not only take the first step, but to keep striving for college success. It is for this reason that the Culture of Optimism is so focused on a constant, authentic celebration of incremental growth, both in students' personal demonstration of school values as well as their rapid academic progress. The Culture of Optimism generates in students a fundamental, sturdy sense that their failures will be noticed and addressed, and that their successes will be recognized and rewarded.

Role of Families: A Partnership to Support College Success
To reach, recruit and retain ACE's target students and families takes a comprehensive, "high-touch" community outreach and engagement approach which both looks to inspire optimism about the possibilities of education and attract families whose children will be the first in their families to attain a college degree. ACE believes that it is these families and students who potentially stand to benefit the most from a high-quality middle and high school designed from the ground up to serve them. ACE therefore commits significant strategic and personnel resources to reaching, recruiting, and retaining these students and their families.

In order to successfully engage these families, ACE Esperanza invests significant resources into ensuring that there is a deep and authentic connection to the community. ACE school leaders are experienced teachers and community leaders who have extensive experience with the ACE target student, and ACE's teaching staff is diverse and includes many teachers who have personal experience with the kind of neighborhood ACE serves.

The ACE Difference: Building College-Ready Confidence
The entire ACE Esperanza academic program and school culture is designed to support first-generation college students and their families in their effort to reach their dreams of college and life success. The key to student success at ACE Esperanza is the program's balance between rigorous standards-based course work and a system of academic and personal support which is

tailored to the needs of each individual student. This support system takes into account the challenges faced by English Learners, Special Needs students, and students who need to grow rapidly in order to work their way back toward grade-level proficiency and personal confidence..

All of the programmatic elements at ACE Inspire are designed with the end goal of graduating 8th graders who are prepared to thrive in high school, and ultimately choose to attend and graduate from a four-year college or university. Specific program elements that support this goal include the site based Community Outreach Manager—who works not only to recruit target ACE families, but to help them stay engaged in school and build their optimism about the future. Additionally, everything students do at ACE Inspire—the demanding curriculum, the daily meetings of College Readiness and interventions, the weekly assemblies—all if it is designed with the end goal of deepening students' connection to school and building their optimism about their future.

A History of Partnership and Collaboration
Since the opening of ACE Esperanza in 2014, ACE has had a strong, collaborative working relationship with its community, most importantly with the Franklin-McKinley School District. ACE has greatly appreciated the partnership of District staff, leadership and Board of, and has benefitted greatly from the approach that District staff have taken and continue to take in figuring out solutions to various issues in a way that best serves students and families. Whether working on the yearly oversight visits and report, the collective effort to find a long-term home for the school, or the process for applying for renewal of this charter, the District staff has consistently taken an open, transparent approach that never loses sight of the bottom line of helping students succeed. For that, ACE expresses its appreciation and a continued organizational commitment to work closely with the District moving forward.

On behalf of ACE Esperanza and the ACE Board of Directors, I submit this petition with gratitude for the opportunity that ACE has been given to serve the students of the Franklin-McKinley School District, and in the hope and expectation that ACE can continue to live up to its commitment to its communities and help provide a path to college for first-generation students who will become a model for their families and their neighborhood as they light the way forward for the students who will follow in their footsteps.

Sincerely,

Where Students Realize Their Extraordinary Potential

_____   _____

Greg Lippman   Date
Executive Director

September 23rd, 2012

1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

To Whom It May Concern:

It is with great pride and anticipation that, on behalf of the entire ACE Charter School community, I submit this charter petition to you.

ACE opened its first school, a 5th–8th grade middle school, in the Mayfair neighborhood in the Fall of 2008. The mission of the middle school is to serve students who have struggled in traditional schools by giving them the tailored instruction, extended learning time, and demanding yet supportive small school culture they need to thrive. The ACE academic model is based on best practices for Alum Rock's most vulnerable population: children of low-income families whose first language is not English.

ACE's model is fundamentally designed to help these students grow—ACE attracts and retains previously unsuccessful students and helps them first catch up and then excel as they make steady, yearly progress toward college success.

ACE still has a great deal of work to do to keep its promise to our community and prepare all students to be ready to take advantage of a four year college education. While we continue to work tirelessly on improving our middle school, we also look now to further extend our bridge to college with the addition of another college-prep middle school that capitalizes on ACE's close working relationship with the community, strong understanding of the instruction and curricula our students need to excel, and the vibrant, personalized school culture that helps students and families who are statistically the least likely to succeed in college to find the confidence, skills, and support they need to be pioneers in their homes and community.

On behalf of the ACE Board of Directors, students, families and staff, I would like to thank you in advance for your time and consideration of this proposal. We look forward to working collaboratively with you to best serve those Franklin McKinley students and families who, despite their dreams, have historically struggled to thrive at four-year colleges and universities.

Sincerely,

Greg Lippman
Executive Director, ACE Charter Schools representing
ACE Charter Schools Board of Directors

23 septiembre 2012

Es con gran orgullo y anticipación que de parte de la completa comunidad de la escuela ACE Charter, yo le envió esta petición de chárter.

ACE abrió la primer escuela, del 5º al 8º grado, en el vecindario de Mayfair en el otoño del 2008. La misión de la escuela secundaria es estar al servicio de los alumnos quienes han tenido dificultades académicas en escuelas tradicionales dándole instrucción personal, extendemos el tiempo de aprendizaje y demandamos el apoyo de una cultura de escuela chica para que los alumnos puedan prepararse. El modelo académico de ACE está basado a las mejores prácticas para la populación más vulnerable de Franklin McKinley: hijos de familias de bajos ingresos el cual su primer idioma no es inglés.

El modelo de ACE está diseñado para ayudar estos alumnos progresen—ACE atrae y retiene alumnos que anteriormente no tuvieron éxito y les ayuda a ponerse al nivel y luego sobresalir cuando se establecen, anualmente hacia el progreso de tener éxito en la universidad

ACE tiene bastante trabajo todavía para guardar la promesa a nuestra comunidad y preparar a todos los alumnos a que estén listos y tengan la ventaja para una educación de universidad de 4 años. Mientras continuamos trabajando incansablemente en mejorar nuestra secundaria, también vemos hacia adelante para extender el puente hacia la universidad con la adición de una escuela que capitaliza la relación y el trabajo con la comunidad, un fuerte entendimiento de las instrucciones y currículo que los alumnos necesitan para sobresalir, y la vibrante y personalizada cultura escolar que ayuda a que los alumnos y familias quienes son los que estadísticamente son menos probables que tengan éxito en la universidad encuentren la confianza, los conocimientos y el apoyo que necesitan para ser pioneros en sus hogares y comunidades.

De parte de la mesa directiva, alumnos, familias y personal, me gustaría darle las gracias de antemano por su tiempo y consideración de esta propuesta. Esperamos poder trabajar en colaboración con usted para servir mejor a los alumnos de Franklin-McKinley y familias que, a pesar de sus sueños, históricamente han tenido dificultades prosperar en colegios de 4 años y universidades.

Atentamente,

Where Students Realize Their Extraordinary Potential

Greg Lippman

Director Ejecutivo, ACE Charter Schools representando

Mesa Directiva de ACE Charter School

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Greg Lippman, hereby certify that the information submitted in this application for a charter for the renewal of a California public charter school named ACE Inspire Academy (hereafter referred to as the Charter School) is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

Where Students Realize Their Extraordinary Potential

- Shall adhere to all provisions of state and federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- 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. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)
- ~~Upon approval of the charter, the Charter School shall provide a written notice of the approval and a copy of the petition to the County Superintendent of Schools, the California Department of Education, and the State Board of Education [Ref. Education Code Section 47605(i)]~~
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
  - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
  - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. . [Ref. California Education Code Section 47605(c)]
  - The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

Where Students Realize Their Extraordinary Potential

- o The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- o The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act or Every Student Succeeds Act (ESSA). ~~The Charter School shall comply with all applicable portions of the No Child Left Behind Act.~~
- o The Charter School shall comply with the Public Records Act.
- o The Charter School shall comply with the Family Educational Rights and Privacy Act.
- o The Charter School shall comply with the Ralph M. Brown Act.
- o The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____   _____

Greg Lippman   Date
Executive Director, ACE Charter Schools

Where Students Realize Their Extraordinary Potential

PERFORMANCE REPORT

INTRODUCTION

Since the opening of ACE Esperanza Middle School (formerly ACE Frankiln McKinley) in 2014, ACE has held a strong, collaborative working relationship with its community, most importantly with the Franklin-McKinley School District (FMSD). ACE has greatly appreciated the partnership of the District staff, leadership, and Board of Trustees.

With the submission of this renewal petition, ACE Esperanza Middle School and the ACE Board of Directors look forward to the continued opportunity to serve the students of the Franklin-McKinley School District for a term of July 1, 2018 through June 30, 2023.

This Performance Report provides information to support the review process, including evidence of the following:

- **Strong Student Outcomes** - The school has promising initial results, which also meet the minimum standards for renewal. The school has also been faithful to the terms of the charter, as seen in the Measurable Pupil Outcomes.
- **Strong Governance and Finance** - The school has a committed and talented leadership team and Board of Directors, as well as sound fiscal policies and financial planning that make it an effective and viable organization.
- **A Comprehensive Plan** - The school has a comprehensive plan for the next charter term, as detailed in the Charter Petition. This plan builds upon the foundation of the initial charter petition and term, with updates to reflect current program and new legal requirements.

STRONG STUDENT OUTCOMES

ACE has a proven track record of success in serving its target population in San Jose. This success can be seen through a variety of measures, including but not limited to the following:

- Comparative School Data, per Education Code § 47607(b)
- Measurable Pupil Outcomes

These indicators are provided below.

Comparative School Data, Per Education Code § 47607(b)

Education Code § 47607 (3) (A) requires the authorizer to consider as the most important factor for charter school renewal, "increases in pupil achievement for all groups of pupil

Where Students Realize Their Extraordinary Potential

served by the charter school." Prerequisite to the submittal of the Charter Renewal Application, governed by the "standards and criteria" in Education Code § 47605, a charter school must demonstrate its eligibility for renewal by meeting the minimum standard for renewal delineated in Education Code § 47607(b) which requires that the charter school met "at least one of the following criteria:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10 inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the public school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Based on the shift to Common Core State Standards and the revamping of the state accountability system, three of the data points listed above are no longer available (criteria one through three). ACE believes that it meets criteria four and has "clear and convincing data" to support this assertion as required by Education Code § 47607(B)(i).

In looking at academic performance data to date, the Charter School's performance is "at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

The following sections provide detail as follows, to illustrate ACE Esperanza's comparative school performance to date:

- Methods for identifying the comparison school and comparative student population
- Overview of the ACE Cascade, the Charter School's strategic plan that is aligned to the Local Control and Accountability Plan (LCAP)
- Key data, including engagement measures such as attendance, retention, suspension, expulsion, and satisfaction, as well as academic measures including proficiency levels and progress toward English fluency.

Where Students Realize Their Extraordinary Potential

Comparative School and Population

ACE Esperanza seeks to serve students from the highest-need neighborhoods in East San Jose. **Figure ES.1** provides a "heat map" of the ACE Esperanza student enrollment, indicating where individual students (marked by a red flag) and concentrations of students (marked by a circle) reside.

Figure ES.1 ACE Esperanza Student Residences
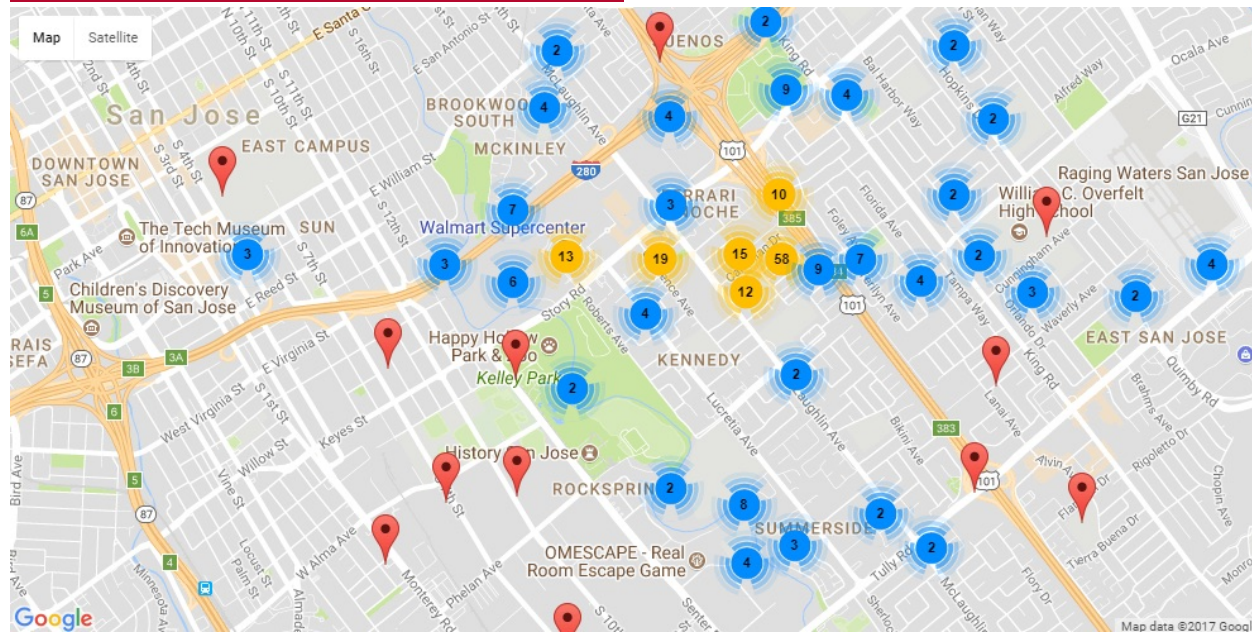
Based on student residences as identified in this map, the school that the majority of students "would otherwise attend" is Bridges Academy, which is also the closest district school. As such, academic data comparisons are made against this school in addition to FMSD as a whole. It should be noted that given the slow growth model of ACE Esperanza and the limited grade configuration of Bridges (7th and 8th grade only), comparisons are made using only the data from grade levels served across each school and the district for each year.

In terms of student composition, ACE Esperanza students come from demographic subgroups that are significantly underrepresented in college - and it serves these students at a significantly higher rate than found in the district as a whole, as seen in **Figure ES.2**.

Figure ES.2 ACE Esperanza Student Demographics

2016-17 Student Demographics

Where Students Realize Their Extraordinary Potential

	ACE Esperanza	Bridges	FMSD
Low-income	95%	71%	75%
Latino	95%	62%	60%
ELL	67%	39%	47%
SPED	20%	13%	9%

Source: www.ed-data.org and http://dq.cde.ca.gov/

The ACE Esperanza target student typically comes to the Charter School significantly below grade level. Since its inception, over half of incoming students are two or more grade levels behind in ELA and/or math as measured by the NWEA Measures of Academic Progress (MAP) as seen in **Figure ES.3**.

Figure ES.3 ACE Esperanza Incoming Proficiency Rates

Percent of Students Who Enter Two or More Years Below Grade Level on NWEA MAP		
	ELA	Math
2017-18	53%	63%
2016-17	56%	60%
2015-16	59%	64%
2014-15	64%	45%

The ACE program is specifically designed to meet the needs of these students.

ACE Cascade and Local Control and Accountability Plan
The Cascade is the organization's strategic plan, providing a unified set of goals, actions, and measures that are reflected across accountability documents including the LCAP and this charter petition. ACE and the Charter School have fully embraced the LCAP process over the course of the first charter term, working with stakeholders to develop transparency and gather input to inform the plan on an annual basis. Work under this plan is organized in two key Strategy Areas: Promoting and Instilling a Culture of Optimism and Developing College-Ready Confidence as follows:

Strategy 1: Promoting and Instilling a Culture of Optimism
1. Attracting and retaining students who have been served poorly by the traditional system

2.   Creating an optimistic, celebratory school environment based on ACE values that inspires growth and promotes learning
3.   Engages students and families with the school community and supports them in independently demonstrating an optimistic mindset and college-ready habits and attitudes

Strategy 2: Building College-ready Confidence
1.   Delivering rigorous, standards-based instruction based on thoughtful planning and use of data
2.   Enabling previously low-achieving students to make rapid academic growth
3.   Preparing students for college by attaining proficiency in challenging, standards-based course work

Results to Date - Culture of Optimism
ACE Esperanza has engaged in strategic work to build a celebratory environment and develop a growth mindset in students. High levels of engagement can be seen in the strong attendance rate, which has been over 95% overall and in all numerically significant subgroups for all three years of operation as seen in **Figure ES.4**.

Figure ES.4 Attendance Rates

	2014-15	2015-16	2016-17
Overall	96%	97%	96%
FRL	96%	97%	96%
Latino	96%	97%	96%
ELL	n/a	97%	95%
SPED	n/a	96%	96%

There has also been an increase in satisfaction as measured by stakeholder surveys for students (+7%) and staff (+13%).

ACE Esperanza realized a moderate increase in suspension rates between 2014-15 and 2015-16 of 2.3%. However, the overall rate at 6% is relatively low. On the California School Dashboard for Suspension, ACE currently has a Status rating of Medium overall and for all subgroups (with the exception of Students with Disabilities, whose rate is Very Low). There is no Growth rating or color rating at present. ACE will continue its work on increasing student engagement, honing practices for avoiding escalation, and using alternatives to suspension

Where Students Realize Their Extraordinary Potential

for behavior modification to continue decreasing the suspension rate. There have been no expulsions to date.

In addition, ACE Esperanza is initiating a focus on Chronic Absenteeism, which is emerging as an area of need. According to internal measures, there was an increase in students who were Chronically Absent between 2015-16 and 2016-17 of 8.3%. This may be the result of stronger internal systems for tracking. External measures to validate have yet to be available. ACE will actively monitor absenteeism rates to provide early interventions with students and families when patterns emerge.

Results to Date - College-ready Confidence

ACE Esperanza actively works to develop college-ready confidence within students and their families - ultimately, this confidence comes from realizing incremental growth toward academic success. ACE evaluates schools effectiveness in this area based on multiple data streams including the Growth Cycle Audit, which evaluates implementation of key inputs, as well as internal and external academic performance data including the California Assessment of Student Progress and Proficiency (CAASPP).

Growth Cycle

As an organization, ACE completes two annual Growth Cycle audits of each of its schools to evaluate implementation of core practices that build college-ready confidence. Schools are scored as "Proficient" when they reach an implementation score of 70% or higher. While ACE Esperanza received a score of 49% in its first year of operation in 2014-15, it has been proficient in each of the subsequent years - 77% in 2015-16 and 71% in 2016-17. This provides a solid foundation of practice on which to build in the next charter term.

California Assessment of Student Progress and Proficiency (CAASPP)

ACE Esperanza has demonstrated promising results in its first three years of operation. While there is continued work to be done to fully prepare students for the rigors of high school and college, students are closing the achievement gap with which they entered.

The vast majority of ACE students - a full 90% - are from low-income families and are Latino. As such, honing in on that subgroup provides the best comparison for determining if students at ACE are achieving at rates at least equal to that of the school they would otherwise attend.

[Intentional blank space to allow analysis and graph to appear together on following page]

Where Students Realize Their Extraordinary Potential

In looking at Mathematics, ACE Esperanza students who are from low-income families and Latino have outperformed those students at Bridges Academy in each of the three years of operation. In addition, they have performed at comparable levels to the district as a whole. **Figure ES.5** provides a comparison by year and as a three-year average. While ACE is intent on raising these levels further, it is realizing relative success for its student population at present.

Figure ES.5 - SBAC in Math
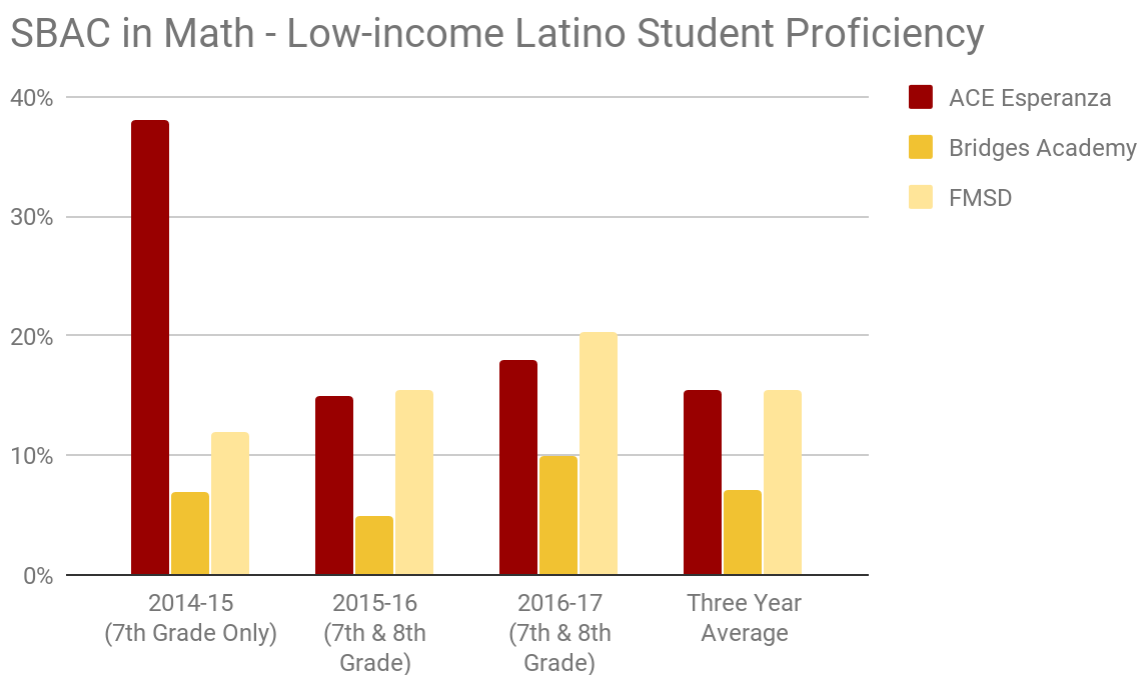
SBAC in Math - Low-income Latino Student Proficiency

Source: https://caaspp.cde.ca.gov

[Intentional blank space to allow analysis and graph to appear together on following pages]

In looking at ELA, ACE Esperanza has achieved higher results than the comparison school in two of the three years and in the three-year average as seen in **Figure ES.6**. However, it has not achieved results to date at the level of the district as a whole. Again, while results do outpace that of the comparison school ACE is committed to elevating these proficiency rates in the next charter term.

Figure ES.6 - SBAC in ELA

SBAC in ELA - Low-income Latino Student Proficiency

Source: https://caaspp.cde.ca.gov
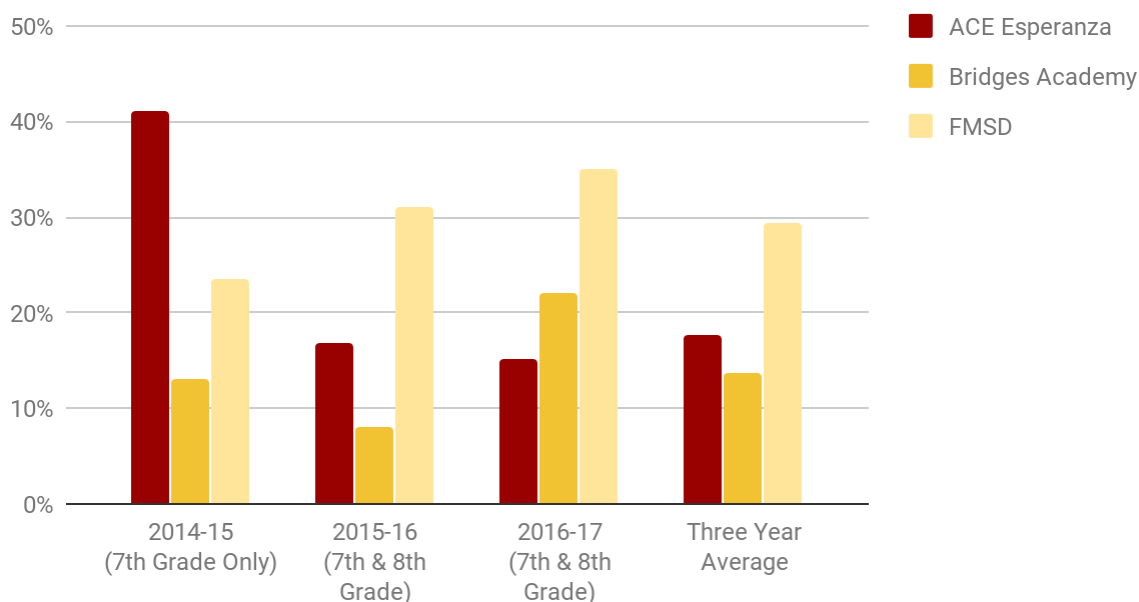
ACE Esperanza currently holds a Yellow rating in Mathematics on the California School Dashboard. The Status rating is Low overall and for all subgroups (with the exception of Students with Disabilities whose rating is Very Low). The Growth Rating is Increased overall and for all subgroups (with the exception of Students with Disabilities whose rating is Maintained). ACE Esperanza is currently Red in English Language Arts on the California School Dashboard. The Status Rating is Very Low overall and for all subgroups and the Growth Rating is Declined overall and for students from low-income families and Declined Significantly for English Learners, Students with Disabilities, and Latinos. Disaggregated data for all subgroups is provided in **Figure ES.7**.

Where Students Realize Their Extraordinary Potential

Figure ES.7 Disaggregated SBAC Data

		Math			ELA		
	Percent of Population	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Overall		12%	17%	19%	21%	19%	17%
FRL	95%	13%	17%	19%	22%	18%	17%
Latino	95%	13%	16%	18%	21%	17%	16%
ELL	67%	6%	6%	7%	8%	3%	3%
SPED	20%	6%	3%	4%	0%	3%	2%

In order to ensure students are college-ready and that the school moves to a Green rating, ACE will hold a focus on ensuring content is highly aligned to the Common Core State Standards (CCSS) and that teachers are continuously using data to inform instruction and interventions in the next charter term.

In addition, as part of a five-year plan, strategies for providing Integrated and Designated English Language Development across content areas is being implemented. This has resulted in an increase of 3% in English Learners reaching English proficiency 2014-15 to 2015-16. As a result, ACE was rated Medium for Status on the California School Dashboard in this area.

Measurable Pupil Outcomes (MPOs)

ACE Esperanza established its Measurable Pupil Outcomes in October 2012, at the time of submission of its initial petition. As the Charter School leveraged a one year planning process, the school ultimately opened in 2014-15. As such, the school has only three years of data at this point - and the landscape of data measures has significantly changed during this time. Many of the original assessment tools as defined by the State are no longer in use. As such, many of the original MPOs cannot be reported upon. Outcomes, as available, are provided in **Figure ES.8**.

Where Students Realize Their Extraordinary Potential

Figure ES.8 Measurable Pupil Outcomes

Goals	Assessment Tools	Outcomes

Students will demonstrate mastery of grade-level standards at the Proficient or better level by the time they leave 8th grade in English-Language Arts and Math.	CST scores	There is no longer a CST.
		
		SBAC results for ACE Esperanza's 8th grade class were as follows:
		● 2016-17
		  ○ ELA - 26%
		  ○ Math - 16%
		● 2015-16
		  ○ ELA - 48%
		  ○ Math - 39%

The Charter School will meet all of AMAO's for EL students	CELDT Scores ELPAC Scores	The State is shifting how it measures EL progress. ACE Esperanza does not yet have a rating for EL Progress on the California School Dashboard. Redesignation rates were …
The Charter School will meet Academic Performance Index (API) growth targets as a whole school and in all reportable sub-groups	API reports	The State no longer utilizes API.
The Charter School will meet Adequate Yearly Progress (AYP) targets	AYP reports	The State no longer utilizes AYP.

The Charter School will maintain an ADA of 96%	Monthly and P1, P2, Annual attendance reports	The school maintained an attendance rate of 96% in 2014-15, 97% in 2015-16, and 96% in 2016-17.
The Charter School will retain at least 90% of students from year to year	Internally tracked data	The percent of students who re-enrolled was 88% in 2016-17. Re-enrollment rate for 2017-18 will be calculated at the end of October.

SOUND GOVERNANCE AND FINANCE

ACE has established itself as a fiscally and organizationally sound institution. This includes strong fiscal accountability, responsible governance, and dedicated leadership.

Strong Fiscal Accountability

ACE has developed strong fiscal health, as is evidenced by the following:

- **Positive Cash Balance** - Positive cash balances have been maintained during the term of the last charter.
- **Financial Reserve** - ACE has a healthy financial reserve which it has judiciously maintained to support the school after its start-up years.
- **Clean Audits** - Clean audits have been maintained with no findings relative to weak internal controls, potential mismanagement, or any other area of concern.
- **Strong Attendance** - ACE maintains a strong attendance rate and continues to grow enrollment.

Responsible Governance

The ACE Board of Directors, which has a demonstrated capacity to maintain the fiscal and organizational strength of the Charter School. Board Members, along with their professional experience, role on the Board, and term expiration are detailed in **Figure ES.9**.

Figure ES.9 ACE Board of Directors

Name and Title	Board Position(s)	Term Expiration*
Tania Wilcox Former Board Chair and Executive Director, Breakthrough Silicon Valley	**President** Executive Committee, Development Committee	2019
Gary Rummelhoff Chief Financial Officer, Unity Care Group Former President and Board Member, Santa Clara County Office of Education and San Jose Unified School District	**Treasurer** Executive Committee, Finance Committee	2018
Dr. Linda Murray Strategic Advisor to XQ Institute Former Superintendent, San Jose Unified School District	**Secretary** Executive Committee, Academic Performance Committee	2019
Elizabeth Alvarez Franklin McKinley Children's Initiative Program Director, Catholic Charities of Santa Clara County Long-Time Community Organizer with PACT	Finance Committee	2019
Eric Gonzales Managing Director, Montage Capital		2019

Olga Israde Parent of ACE Student, Real Estate Agent	Fundraising Committee	2018
Anil Kumar Managing Partner, Mindspan, LLC	Fundraising Committee	2019
Dr. Mary Lairon Former Assistant/Associate Superintendent, Mountain View-Whisman and Redwood City Elementary School Districts	Academic Performance Committee	2018

* Terms expire December 31st on the year listed.

STRONG LEADERSHIP

The ACE Senior Management Team and School Site Leadership bring a depth of experience in support of ACE across the sectors of educational program, data and assessment, college and career readiness, student services, finance, development and fundraising. Together, these members have a proven track record of operating the ACE organization and the Charter School in support of its students.

Senior Management Team members include:

- Greg Lippman, Executive Director
- Shawn Gerth, Managing Director of Schools and Talent
- Naganath Mahalingam, Managing Director of Business and Strategy
- Angelina Ramos, Director of Community Engagement
- Vu Long Trinh, Director of Schools

School Site Leadership Team members include:
- Jarrett Poston, Principal of ACE Esperanza
- Suyen Jimenez, Assistant Principal
- Michelle Williams, Assistant Principal

Where Students Realize Their Extraordinary Potential

COMPREHENSIVE PLANS FOR THE NEXT CHARTER TERM

The Renewal Petition being submitted represents the Charter School's latest and best practice. In addition, it is comprehensive in meeting and exceeding the requirements put forth by the FMSD Office of Charter Schools as follows:

- A Cover Letter
- All required Affirmations and Assurances
- A Performance Report that outlines primary changes to the petition
- A comprehensive description of the 15 elements, which meets or exceeds the standard and reflects newly enacted laws and regulations
- Appendices, including a five-year budget, cash flow analysis, and assumptions

TABLE OF CHANGES

In support of this charter renewal petition, ACE has provided the following:

- A final revised charter petition incorporating all redline changes in print and on flash drive.
- A redlined version of the original charter petition in print and on flash drive.

Changes to the authorized charter were made in support of three objectives:

- Provide additional detail on the instructional approach, curriculum, materials, and assessment across all subject areas as the 5th through 8th grade model has evolved over the course of the first charter term.
- Update the charter to reflect the current operations and governance structures of the school and network.
- Update the charter to meet legal requirements that have gone in effect since the original authorization.

To facilitate the review of this petition, **Figure ES.10** provides a summary description of these changes by section.

Figure ES.10 Summary of Changes

Section	Summary Description
All	● Updated tense from future to present
Cover Letter	
Cover Letter	● Provided a cover letter to reflect current program, partnership, and context.
Introduction and Executive Summary	
Strong Student Outcomes	● Provided evidence of a strong educational model, which meets the criteria for renewal through strong student outcomes
Sound Governance and Finance	● Provided evidence of financial soundness ● Updated ACE Board of Directors Members, Offices, and Terms ● Updated ACE Central Office and Site Based Staff Job Titles and Composition
Comprehensive Plans for Next Charter Term	● Added list of evidence provided within plan for next charter term
Table of Changes	● Added Table of Changes to facilitate review
Element A - Educational Program	
Mission and Vision	● Updated Mission statement, added Vision statement ● Added text on "Grow, Everyone, Every Day" and Core Values
Students to Be Served	● Updated enrollment plan for next charter term, staying within previously approved capacity ● Added detail on demographics of student population
Attendance Requirements	● Added detail on the school year and day
What It Means to Be Educated in the 21st Century	● Updated to align with the CCSS, NGSS, and CSS

Educational Philosophy	• Updated to align with the CCSS, NGSS, and CSS • Updated core strategy on creating culture of optimism
How Learning Best Occurs	• Updated to align with current version of the ACE Cascade, which details the two core strategy areas at ACE (Culture of Optimism and College-Ready Confidence) and the supporting goals within each
Curriculum and Instruction	• Updated to align with the CCSS, NGSS, and CSS • Added an overall scope and sequence • Added Course Descriptions for Offerings in all Subject Areas and Grade Levels
Plan for Meeting the Needs of Special Populations	• Added information on the ACE mindset and approach • Added information on the Response to Intervention (RTI) model • Added detail on services for students who are English Learners (ELs), including new text on identification and reclassification, updated assessments (transition from CELDT to ELPAC), strategies to serve ELs through integrated and designated ELD, qualifications for teachers, monitoring program effectiveness, and an implementation plan for new California ELD standards over the term of the charter • Updated sections on students who are low achieving and high achieving to fall under the Response to Intervention program for identification of needs and provision of services • Updated section on serving students with identified special needs to reflect current legal requirements and best practice • Added assurances on 504 Plan compliance
LCFF Compliance	• Added text on LCAP Goals and Actions in compliance with LCFF
Element B - Measurable Student Outcomes	
Methods for Measuring Student Progress Toward Outcomes	• Added assurances for alignment to Local Control and Accountability Plan (LCAP) • Replaced previous Measurable Pupil Outcomes with new Goals, Actions, and Measures aligned to the eight State Priorities and the school LCAP
Element C - Methods of Assessment	
Forms of	• Added Introduction and Assurances

Assessment	- Added text on Data Management System - Added/fleshed out a section on the Types of Assessments, reflecting the shift to CAASPP - Updated tables on the assessment continuum, including the timeline for assessments - Added text and tables on the collection, analysis, and dissemination of data - Added a section on the uses of data, including formal reporting to caretakers and development of the LCAP and SARC
Element D - Governance	
Introduction	Added overview of bodies involved in governance and organizational chart
Board of Directors	- Updated Board Members, Offices, and Terms - Updated text to reflect compliance with Brown Act and Conflict of Interest, as well as alignment with current ACE bylaws
Central Office and Site Based Leadership	Updated roles of Central Office Staff and Site Based Leadership in governance
Family Involvement	- Added detail on Family Involvement, including participation on Parent Leadership Committee (PLC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) - Added participation in development of LCAP and SPSA
Element E - Human Resources	
Employment Qualifications	- Updated positions, along with roles, responsibilities, and qualification - Removed requirements from No Child Left Behind (NCLB) that are no longer in effect - Added detail on requirements for core/college prep and non-core/non-college prep teacher qualifications - Added assurances on contracted service providers
Element F - Health and Safety	
Health and Safety of Pupils and Staff	Added detail and updated text to meet legal requirements for each of the following: procedures for background checks, role of staff as mandated child abuse reporters, tuberculosis risk

Where Students Realize Their Extraordinary Potential

	assessment and management, immunizations, medication in school, emergency epinephrine auto-injectors, vision, hearing, and scoliosis, emergency preparedness, blood borne pathogens, drug, alcohol, and smoke-free environment, and comprehensive anti-discrimination and harassment policies and procedures
Element G - Racial and Ethnic Balance	
Recruitment Strategy	• Updated recruitment strategy • Added detail on current and anticipated student demographics
Element H - Admissions Requirements	
Admissions	• Added assurances • Detailed admission requirements
Lottery	• Removed conditions for period of PCSGP grant • Added additional assurances, in keeping with legal requirements • Updated enrollment window timeline
Element I - Financial Audit	
Financial Audit	• Updated that Finance Committee, not Audit Committee, is responsible for Audit • Added name and contact information for current Auditor
Programmatic Audit	• Removed, as this is not applicable to this Element
Element J - Pupil Suspension and Expulsion	
Approach to Discipline	• Added language to express overall approach to discipline and behavior modification
Suspension and Expulsion	• Updated policies in alignment with current education code and law, including removal of willful defiance as an expellable offense and addition of definitions for bullying and an electronic act • Minor adjustments in wording to match current education code and law
Element K - Employee Retirement Systems	

Retirement, Health, and Compensation	● Updated retirement, health, and salary details to reflect current practice
Element L - Attendance Alternatives	
Attendance Alternatives	● Updated and expanded text to reflect recommended language and best practice
Element M - Employee Return Rights	
Employee Return Rights	● Updated and expanded text to reflect recommended language and best practice
Element N - Dispute Resolution Process	
Dispute Resolution Process	● Added introduction on intent ● Added allotment for "Respective Designees" ● Added text on internal disputes and use of Uniform Complaint Procedures
Element O - School Closure Procedures	
School Closure Procedures	● Minor changes to individual words in text to reflect recommended text and best practice
Miscellaneous Charter Elements	
Administrative Services	● No changes of substance
Potential Civil Liberty Effects	● No changes of substance
Financial Plan	● Provided updated Budget Narrative and Assumptions, Budget, and Cash Flow for a five-year term ● Added assurance on reporting
Insurance	● Added detail on insurance policies held and coverage amounts
Facilities	● Provided updated facility assumptions and assurances.
Transportation	● Added assurance on transportation
Charter Oversight	● No changes

Where Students Realize Their Extraordinary Potential

Audits and Inspections of Records	● Added assurances on rights of the district and responses to inquiries
Conclusion	● Added conclusion to reflect length of next charter term

CONCLUSION

By approving the renewal of this charter for ACE Esperanza Middle School, FMSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the District to answer any concerns concerning this renew

INTRODUCTION – FOUNDING GROUP

The ACE Charter Middle School: Franklin McKinley Founding Group is deeply committed to the belief that every child and succeed at a high level, and that all children benefit from a rigorous, college preparatory education. This group is looking to replicate the model at the existing ACE middle school, and open new middle schools in urban San Jose neighborhoods where a significant subset of students at traditional schools are not on track to academic success.

The founders of the ACE Charter Middle School: Franklin-McKinley bring diverse experiences together to inform the school's mission and program. Collectively, they bring experience in education, founding schools, non-profit and for profit leadership, real estate, law, fundraising, and community activism.

The first ACE Charter School was born out of the efforts of the parent and community leaders of the grassroots community organization PACT (People Acting in Community Together). Under the direction of PACT community and education leaders, these parent and community representatives started working with the Alum Rock and Franklin-McKinley School Districts in 2000 around the design and creation of new small schools, including the first ACE Charter Middle School.

Many of the founders bring their collective experience from founding the original ACE Charter Middle School to the development of ACE Charter Middle School: Franklin McKinley. This founding group has been working to develop and refine the ACE school model since 2007, when the charter petition for the first ACE charter middle school was submitted. This group of founders has over a decade of experience in designing, launching, and sustaining high quality charter schools for under-achieving and underserved urban students, and is now poised to take the proven ACE middle school model and replicate it in other areas of San Jose for students and families who are not experiencing success at traditional schools.

Founding Staff

***Greg Lippman**, ACE Charter Schools Executive Director*
Mr. Lippman joined ACE in 2007 as Executive Director, after a long history of working with public schools in San Jose. He was the co-founder and original Principal of Downtown College Prep (DCP), a charter high school in San Jose Unified whose mission is to help low achieving students become the first in their family to graduate from a four year college. Mr. Lippman has

experience and expertise in many aspects of creating and sustaining new schools, especially standards-based academic program and school culture design, teacher and administrator development, and community outreach. Before joining DCP, he spent 8 years in the classroom as an English and ESL teacher in San Jose and East Palo Alto.

Mr. Lippman received his BA in English Literature from Princeton University and his Masters in the Arts of Teaching from Stanford University.

***Shawn Gerth**, Director of Schools*

Ms. Gerth joined ACE as Director of Schools in 2011. She began her teaching career at Independence High School and then joined the staff of Downtown College Prep Charter High School in its second year. After four years of teaching in an interdisciplinary humanities core and serving in a lead teacher capacity, she established the school's first Academic Dean position. She then moved into the Central Office and built the organization's Human Resource and Operations functions. Her particular areas of interest are human capital management and developing efficient systems and processes.

Ms. Gerth holds a Bachelor's Degree from History from Duke University, a Master's Degree in History from Stanford University, a Teaching Credential from San Jose State University, and a Master's in Education and Administrative Credential from the Principal Leadership Institute at UC-Berkeley. In addition, she has completed a certificate program in Human Resources Management from UC-Extension as well as CSDC's Chief Business Officer training program.

***Mike Abbott,** Director of Finance*

Before joining ACE, Michael Abbott worked at Abacus Charter School Consulting, a group dedicated to training, mentoring, and supporting financial and operational professionals dedicated to building high performing charter schools. Mr. Abbott, a former Education Pioneer, has worked with high impact charter schools across the state and country, including KIPP schools in the Bay Area and Los Angeles, schools in the New Orleans Recovery District, and locally with Rocketship Education.

Mr. Abbott holds a MBA from the University of California, Berkeley Haas School of Business.

ACE Charter School Board of Directors

The ACE Board of Directors was originally developed in 2007, when the first ACE Charter Middle School submitted its original charter petition. Several of the ACE board members came from a pre-existing organization called ACE Public School Network, which had worked closely with the

Alum Rock and Franklin-McKinley school districts in East San Jose to support the development and launch of "small autonomous schools," four of which opened and are still thriving in those districts today.

In 2007, ACE decided to continue to build on its successful track record of opening schools, this time as a charter school rather than a technical support organization for district schools. From the founding of the first ACE Charter School, Executive Director Greg Lippman and the founding board members were intent on developing a board which had a wide range of expertise to ensure that the board could credibly and forcefully hold the Executive Director, and by extension the schools, accountable to the organization's vision of fundamental change for some of the neediest families and students in San Jose. The ACE founding board brings together grassroots leaders, educational and financial experts, as well as members of the community who have been working on academic reform in San Jose for decades.

ACE's successes to date are due in some significant measure to the energetic engagement of the founding board, and the expertise they bring to the table. For example, the ACE Executive Committee includes an East San Jose community non-profit leader, an employment lawyer, the CFO of the local United Way (who also served as a Trustee for San Jose Unified and the Santa Clara County Office of Education), and the ex-Mayor of San Jose. ACE's ongoing academic program development is held accountable to our organizational vision by a truly expert Academic Performance committee, which brings together the collective expertise of the ex-Superintendent of San Jose Unified, a professor of education from Stanford, and a high school teacher/community organizer who has worked and in East San Jose for over 20 years. The ACE board also has members with a great deal of credibility in the community, including a very prominent East San Jose community activist, as well as an ACE parent[1].

The ACE board is led by the following Board Officers:

Tamara Alvarado, **Board Chair**
Director of Community Access and Engagement, School of Arts and Culture at the Mexican Heritage Plaza

Tamara is the Director of Community Access and Engagement for the School of Arts and Culture in East San Jose. From 2003 to 2008 she served as Executive Director of MACLA/ Movimiento

---

[1] As of the writing of this document, the ACE Board of Directors is in the process of bringing a new Parent Board Member on to the Board of Directors to replace a parent whose child graduated from ACE and who has subsequently moved on from the ACE Board.

de Arte y Cultura Latino Americana in San Jose, California. Starting in 1999 she served as Program Director for the newly opened Washington United Youth Center, a partnership between Catholic Charities of Santa Clara County and the City of San Jose. She is a member of the Board of Directors of the National Performance Network, and sits on various regional and national funding panels such as the Arts Council Silicon Valley and Creative Capital. She is also co-founder of San Jose based Movimiento Cosmico: Aztec Dance.

Originally from Escondido, CA, Tamara holds a Bachelor's Degree in Spanish Literature from Stanford University. Tamara and her daughter Emiliana live in downtown San Jose's Spartan/Keyes neighborhood.

Jonathan D. Hicks, Board Vice Chair
Attorney, Hoge Fenton Jones & Appel

Jonathan is an associate in Hoge, Fenton's Employment and Litigation practices. Jonathan represents businesses and executives to resolve employment matters involving wage and hour issues, employee agreements, breach of contract, fraud, responding to government complaints, and general business litigation.

Jonathan received his BA at UC Berkeley, where he received the California Alumni Award in 1998 and 1999, and his JD at the University of Southern California Gould School of Law.

Gary Rummelhoff, Treasurer
Vice President of Operations and Chief Financial Officer, United Way Silicon Valley

Gary is currently the VP of Operations and CFO at United Way Silicon Valley. He has served as a Board member and President of the Board for both the Santa Clara County Office of Education and the San Jose Unified School District, and is the past president of the Santa Clara County School Board Association.

Gary earned his B.S. in Accounting from University of Missouri, Columbia and his M.B.A. from Southern Methodist University in Dallas. Formerly a licensed CPA, he began his professional career in public accounting at KPMG. Before joining United Way Silicon Valley, he has held senior financial positions in private industry including several high tech companies in Silicon Valley.

Susan Hammer, Secretary

Former Mayor, City of San Jose

Susan Hammer was Mayor of San Jose from 1991-1998, and San Jose City Councilmember from 1983-1990. She was a member of the California State Board of Education from 1999-2003. As Mayor, she established the Mayor's Gang Prevention Task Force, which became a national model for addressing gang issues. She now chairs the Advisory Board of the John Gardner Center for Youth and Their Communities at Stanford University.

Other ACE Board members include:

Elizabeth Alvarez
Franklin McKinley Children's Initiative, Community Engagement Coordinator

Beth Gonzales
Teacher, Eastside Union School District

Manou Mobedshahi
President, Mobedshahi Hotel Group

Dr. Linda Murray
former Superintendent, San Jose Unified School District

Dr. Andrea Whittaker
Director of Teacher Performance Assessment,
Stanford Center for Assessment, Learning, and Equity

External Partners

Education Elements
Education Elements is a leading developer of blended learning solutions for all sorts of schools – big and small, public and private, brand new charter schools and traditional district schools. Education Elements was founded in 2010 by Anthony Kim, a longtime education technologist who wanted to help schools rethink the structure of schooling and the way technology could strengthen instruction and streamline operations.

Where Students Realize Their Extraordinary Potential

Working with charter school management organizations, foundations, and technology developers, Education Elements has since pioneered new approaches to blended learning, helping schools take advantage of adaptive online content and assessments to tailor instruction and maximize learning for students, and give teachers the tools they need to focus on what they do best.

Education Elements is working with ACE to implement blended learning in the classroom, and provides a technology platform (the Hybrid Learning Management System) that makes it easy and effective for ACE leaders, teachers and students to blend online learning into their school.

Elizabeth Sanborn Falcon, Benchmark Realty Advisors
Elizabeth Sanborn Falcon, owner of Benchmark Realty Advisors, has over 30 years of experience representing special purpose owner-users in land and building acquisition and real estate financing. Ms. Sanborn has arranged in excess of $350,000,000 in financing secured by real estate with commercial banks, insurance companies and other lending institutions. Since 2000, Ms. Sanborn has worked exclusively with charter schools, private schools and school districts. Ms. Sanborn has negotiated the acquisition of seven sites for Aspire Public Schools and eight sites for Rocketship Education/Launchpad Development. Other clients include Sequoia Union High School District, Envision Schools, German International School of Silicon Valley, ACE Charter School, Casa di Mir Montessori School and Communitas Charter School.

Middleton, Young, and Minney ("MYM")
MYM has been a leader in charter school law for more than a decade, representing over 400 charter schools throughout the state in startup and operation. MYM offers superior legal expertise as well as the technical know-how to assist charter schools to effectively resolve problems and prevent operational challenges by utilizing a preventative approach to the law.

ACE has been a client of Middleton, Young, and Minney since the submission of its original middle school charter petition in 2007, when ACE worked with partner Lisa Corr. ACE has received support from Middleton, Young, and Minney in charter petition submission and renewal, organizational structure, Prop. 39 submissions, etc.

Revolution Foods
The existing ACE schools receive food services from Revolution Foods, a nationwide school food provider with a particular focus on delivering healthy eating options to schoolchildren; ACE will be working with Revolution Foods (and other potential service providers) to determine the best option for new schools.

Vicenti, Lloyd & Stutzman

Vicenti, Lloyd has been ACE's fiscal auditor since its inception. Vicenti, Lloyd, founded in 1953, has extensive experience with charter school audits.

ELEMENT A - EDUCATIONAL PROGRAM

Governing Law: ~~A description of t~~The educational program of the school, designed, among other things, to identify those whom the 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. Education Code Section 47605(b)(5)(A)(i)

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

MISSION

ACE Charter Schools ("ACE") and ACE Esperanza (the "Charter School")' ~~mission is to~~ help historically underserved students in traditionally low-achieving communities transform their academic trajectory toward college success. The shared mission of ACE and the Charter School is as follows:

> *ACE works with families and communities in the highest-need neighborhoods to create and sustain middle and high schools where students who have been left behind by the traditional school system grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university.*

The ~~ACE~~ Charter School~~: Franklin-McKinley~~ is a 5th - 8th grade middle school that will enroll approximately 325-400~~400-600~~ students when at full capacity, and that ~~will~~ seeks to serve students who are traditionally under-represented in college. The common goal for all students is that they will develop~~enter the 9th grade proficient in English Language Arts and Math as measured by the California Standards Test ("CST") portion of the state STAR program, and will possess~~ the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum and then choose to attend college.

Where Students Realize Their Extraordinary Potential

VISION

ACE, the Charter School, and the families they serve work together to transform communities by creating and sustaining excellent schools where struggling students learn to thrive academically and personally. The vision and mission are the guiding principles and lead staff to what they do in and out of the classroom.

GROW EVERYONE EVERY DAY

At ACE and the Charter School, students' success is measured by their growth. The expectation of growth is not limited to just the students - the entire school community is expected to strive to continue to challenge one's self. At any given point within the school year, a student should know if they are on-track to achieve growth academically, socially and emotionally. In order to do so, students must be supported in developing a knowledge of self that specifically includes evaluating their strengths and areas of challenge. It is this knowledge that enables students to work with staff to make an informed plan for their growth across these dimensions. As students realize these goals, they develop agency and ultimately the college-ready confidence to be competitive college applicants and graduates.

CORE VALUES

The core values of the Charter School are Respect, Pride and Ganas. The academic program is based on research of best practices in high performing schools serving similar student populations. Staff work relentlessly with students, who may be two or more years behind, to build trusting relationships and establish a mindset where hard work pays off. The goal is to support students to successfully meet learning targets aligned to state and national standards, deepen their non-cognitive skills, and form goals for their future so that they are prepared for a college-preparatory high school experience by the the end of their eighth grade year. The school's rigorous curriculum follows the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Content Standards (CSS), and California English Language Development Standards (ELDS). Additionally, the school provides individualized learning supports and interventions during and after school.

TARGETED SCHOOL POPULATION - WHOM THE CHARTER SCHOOL IS EDUCATING

~~TARGETED SCHOOL POPULATION - WHOM THE CHARTER SCHOOL IS ATTEMPTING TO EDUCATE~~

The Charter School will be a college-prep middle school serving all students who wish to attend subject only to capacity. The Charter School ~~will~~ focuses on students who live in under-resourced neighborhoods within the Franklin-McKinley School District (FMSD), where a

significant sub-group of students at the local traditional middle school are not reaching grade-level proficiency on state tests in English-Language Arts, Math, and other subjects. The Charter School ~~shall~~ actively recruits and focuses its educational programming on ensuring that all students - and especially students who have been traditionally underserved~~are underperforming~~ in elementary school and for whom attendance at four-year colleges or universities is the exception instead of the norm - ~~,~~are on track for high school and college success when they leave ACE.

Age, Grade, And Student Enrollment

As stated in the Mission section above, the Charter School is a 5th - 8th grade middle school that will enroll approximately 325 - 400 students when at full capacity. The enrollment plan for the next charter term, including baseline enrollment numbers from the current year, is outlined in **Figure A-1**, which will be followed as state and federal funding and parent community needs allow. The Charter School graduated its first class of 8th grade students in 2015-16 and followed with a larger graduating class in 2016-17. Many of these graduates choose to enroll at ACE Charter High School upon graduation.

Figure A.1 Enrollment Plan

Grade	School Year					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5th	64	65	65	65	65	65
6th	73	88	88	92	94	94
7th	86	97	102	102	105	105
8th	84	84	95	99	99	102
Total	307	334	350	358	363	366
Growth	38	27	16	8	5	3

Demographics

The Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of FMSD. Because of the school's specific target student, the

Where Students Realize Their Extraordinary Potential

school's racial and ethnic balance may vary somewhat from FMSD as a whole. To inform program and budget development, the Charter School has built its projected student demographics based on the current student enrollment as detailed in **Figure A.2**.

Figure A.2 Student Demographics

	ACE Esperanza	FMSD
Students from low-income families	93.2%	85.9%
Students who are English Language Learners	67.3%	46.6%
Students with identified special needs	20%	8.0%
Students whose ethnicity is:		
American Indian	0.0%	0.1%
Asian	1.4%	31%
Black or African-American	0.4%	1.5%
Filipino	0%	3.4%
Hispanic	95%	60.2%
Pacific Islander	0%	0.3%
White	2.2%	1.7%
Two or More	1.1%	1.4%
None Reported	0.0%	0.3%

Source: 2006-17 Demographic Data for FRL, EL, and Ethnicities from www.ed-data-org. 2015-16 Demographic Data for SPED from www.kidsdata.org

ACE's existing middle school is in the Mayfair neighborhood of East San Jose, one of the poorest and most afflicted by gang violence. The existing ACE school, which recruits students from this neighborhood who are struggling in elementary school is over 95% low-income Latino students whose first language is not English.

ACE Charter School: San Jose Unified will serve students in grades 5-8 and open in an area with a similar demographic profile to that of the existing ACE school. The following is the demographics of the San Jose Unified school district. ACE expects the new school to have demographics similar to the district as a whole:

Latino	62%	Free/Reduced Lunch	78%

Where Students Realize Their Extraordinary Potential

Asian	30%	English Learner	56%
Other	8%	Special Needs Students	9%

As stated in the Mission section above, the Charter School will be a 5th-8th grade middle school that will open with approximately 240 students in grades 5 and 6 and add one grade a year until fully enrolled at a capacity of 400 – 600 students.

ATTENDANCE REQUIREMENTS

The Charter School will expect and instill the value of daily attendance in its students. The Charter School shall maintain accurate and contemporaneous written recordsAttendance will be tracked using a student information system that documents all pupil attendance and will make these records available for audit and inspection. Furthermore, the Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. This requires, at a minimum, 54,000 minutes for students in 5th through 8th Grade and a minimum of 175 school days. Attached as Appendix B, please find a proposed daily bell schedule, instructional minutes, and school calendar. The Charter School shall meet or exceed the legally required annual minimum school days and offered instructional minutes.

The Charter School will offer 180 school days in the 2018-19 academic year, five more than required of charter schools. The school year typically begins in mid-August and ends in the first few weeks of June. The Charter School daily schedule will run 8:15 am to 3:15 pm Monday, Tuesday, Wednesday, and Friday, and 8:15 am to 1:15 pm on Thursday, when students are released early to provide time for teacher professional development.

Please see **Appendix 1 - School Day and Year** for the current school calendar and daily schedule. The school's calendar and daily schedule may change annually, but will be subject to Board approval to ensure the school is in compliance with required minutes and days. Such changes shall not be considered a material revision of the charter.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

The Charter School will works to prepare its graduates for life-long success, enabling pupils to become self-motivated, competent, lifelong learners, with the knowledge, work habits, and attitudes that help them thrive in middle school, high school, higher education, and beyond. To be an educated person in the 21st Century, it is important to have a college degree; the school's goal is to prepare provide a springboard for students and inform their families about the necessary steps to achieve this goal. Most, if not all, of the Charter School's students will be the

first from their family to attend college and ultimately receive a degree ~~who are extremely underrepresented in college~~. In order to go on to succeed in college and in their chosen profession, students need to possess certain general academic skills and qualities important for an educated person. In short, students will need to become:

- Fluent readers and writers who can think critically about texts and argue persuasively
- Precise problem-solvers who can handle multi-stage, open-ended problems
- Knowledgeable about the historical, scientific and artistic movements and prominent figures which shape the modern world
- Proficient in the skills and knowledge contained in the Common Core Standards (CCSS), Next Generation Science Standards (NGSS), and California State Standards (CSS)
- Flexible in their application of skills and knowledge in new and evolving settings

But academic knowledge and skills are~~will~~ not ~~be~~ enough to ensure that the school's graduates will thrive in college and beyond; the school programming and culture ~~will~~ also focus on non-academic skills and qualities, helping students develop the habits, attitudes, and work ethic necessary to sustain~~ed~~ success as an educated person~~., a combination of attributes that the school calls *Ganas*, a Spanish word which can be translated as desire, will or effort.~~ The concept of *Ganas* - a Spanish word which can be translated as desire, will, or effort - includes the habits of mind and work that are critical to long-term academic success, including self-discipline, strong study and research skills, the ability to collaborate effectively with a diverse group of people, and the confidence to invest themselves fully in their work.

EDUCATIONAL PHILOSOPHY

~~*Grow, Everyone, Every Day*~~
~~The foundation of the ACE educational model is a school culture that focuses on constant progress toward school and individual goals. This ethic is crystallized in the shared language on the wall in every room on the current ACE middle school campus: *Grow, Everyone, Every Day.* ACE looks to drive this growth through a commitment of everyone in the school—students, staff, and families—to the shared value of *Ganas*, a Spanish word which can be translated as desire, will, or effort. The concept of *Ganas* is at the heart of school life, where staff and parents will continually celebrate effort and progress, help students see the connection between personal choice and academic success, and work together to inspire and support students and each other. *Ganas* is the shared value that unifies and guides the school and its stakeholders in holding each other accountable to the goal of everyday growth and progress toward the eventual result that all ACE graduates are ready to be successful in high school, college and beyond.~~

Where Students Realize Their Extraordinary Potential

The educational philosophy of the Charter School~~, which is grounded in the *Grow, Everyone, Everyday* school culture,~~ is based on the growing body of research which decisively shows 1) the achievement gap for "at-risk" students - mostly low-income children of color - can be bridged if schools and communities focus their attention on a few key tasks; 2) a rigorous, college preparatory curriculum has long-lasting benefits for every student.

These key tasks are neatly summarized in a project called "Dispelling the Myth," a program initiated by The Education Trust, a national education advocacy organization dedicated to eliminating the achievement gap. This project focuses on the work of schools that are "making significant strides in narrowing gaps in academic achievement among students, posting achievement that significantly exceeds state averages, or improving student performance at a rapid pace." The organization has identified several common strategies (the key tasks) among the most successful "gap-closing" schools, all of which form a central part of the Charter School's design:

1. Having **high expectations** for all students
2. **Analyzing student data** to track progress, identify student needs and improve instruction
3. Providing a **rich curriculum** that is aligned to the CCSS, NGSS, and CSS~~state standards~~
4. Using **purposeful professional** development to improve teachers' skills.

In addition to these four pillars of school design, the Charter School's philosophy adds three key elements which are aimed directly at best serving underachieving students:

5. Creating an optimistic, celebratory school environment that **engages these students and their families, helping them develop habits and attitudes that prepare them for success in college and life** ~~Creating a school culture that honors effort and resilience and consistently focuses on college success as a goal for all students~~
6. Bridging the gap between school and parents by **working closely with families to support student learning**
7. Leveraging **technology to individualize learning** so that students may receive remediation or acceleration based on their specific learning needs

The entire Charter School program is built around these seven elements. The philosophy of the Charter School is based on a fundamental belief that, if these elements are implemented

Where Students Realize Their Extraordinary Potential

effectively and relentlessly, then students who have fallen far behind their peers can and do achieve academic excellence and college readiness.

HOW LEARNING BEST OCCURS

The ACE Charter School network has codified its mission and the specific elements of the core academic program and school culture that are designed to ensure the school meets this mission. The document called the "Cascade" clearly defines how the ACE Mission "cascades" through the entire organization and the Charter School.

The Cascade clearly defines how the Charter School believes learning best occurs, which is through two strategic areas of focus:

1. Culture of Optimism
2. College-Ready Confidence

The following section details how the Charter School creates a learning environment where the work of all stakeholders is directed at ensuring these strategies are in place and are implemented to best support the traditionally underserved and therefore underachieving students that the school is designed to serve.

It is through this collective work that the Charter School will achieve its goal - ensuring students are prepared to succeed in a college-prep high school, choose college upon graduation from high school, and are academically prepared to compete, thrive, and ultimately graduate from college.

Cascade Strategy 1: A Culture of Optimism

The Cascade reflects the ACE belief that learning best occurs when founded in a Culture of Optimism. The entirety of the Charter School program is designed to support students who enter ACE lacking optimism that they have the skills and habits necessary to succeed in college-prep courses in middle school, high school, college, and beyond. ACE believes that a schoolwide culture in which students learn to be optimistic about their academic and personal future is crucial to academic success. Toward that end, staff create an optimistic, celebratory school environment that engages the school's target students and their families, helping them develop habits and attitudes that prepare them for success in high school, college, and life.

To create these conditions, the Charter School has devised the following objectives:

1. ACE attracts and retains students who have been served poorly by the traditional system

Where Students Realize Their Extraordinary Potential

2.   School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning
3.   Students and families are engaged and independently demonstrate an optimistic mindset while developing key college-ready habits and attitudes

1. ACE attracts and retains students who have been served poorly by the traditional system.

ACE is committed to attracting students who are not only below grade level in their academic performance but who have become disaffected and disengaged from school over the course of their time in elementary and/or their previous middle school.

Once these students and families have joined ACE, they are immersed in a schoolwide culture that is reflected in the ACE motto: Where Students Realize Their Extraordinary Potential. This motto is a reflection of ACE's optimism that all ACE students are able to learn and achieve once they have a sense of hope and purpose about their future.

The ACE Cascade makes the importance of establishing a culture of optimism at our schools clear. ACE's primary strategy around school culture is to ensure that we are attracting our target students and then creating a structured, joyous and celebratory school environment to ensure that our students, and their families, develop an optimistic attitude that will provide the catalyst to encourage them to engage deeply in their academic work and become prepared for success in college and life.

Growth Mindset

In order to reverse a pattern of pessimism that is years (or sometimes generations) in the making, ACE staff work consistently to cultivate a growth mindset in themselves toward their students, their colleagues, and our families. Furthermore, ACE staff work diligently and strategically to develop growth mindsets within their students and families. The ACE Culture of Optimism is founded on the idea that people are not inherently made "smart" and that with persistence, dedication, passion, and hard work all students can excel.

Establishing a growth mindset is not something that is accomplished in a given day, month, or year. Cultivating a growth mindset takes a lifetime - it takes being constantly reflective and vigilant in pushing the boundaries of expectations that we hold for ourselves, our colleagues, and our students and families. From professional development, teacher and school leader coaching, curriculum design, the Advisory program - all are connected to mindset theory and how a school culture built on a growth mindset approach helps staff to set and maintain high expectations for students, and to cultivate those same expectations in the students and families themselves.

Where Students Realize Their Extraordinary Potential

When students approach new experiences with a growth mindset their internal narrative is inherently curious and optimistic, seeing initial challenges as opportunities to learn and grow. Students begin to recognize that there is nothing to fear in trying, and perhaps initially failing, as they endeavor to learn new things. As a result, students who demonstrate a growth mindset are more willing to take risks, to learn from initial failure, and as a result, place themselves on a path to continuous improvement, which is the essence of optimism.

The link between the growth mindset and optimism is what makes this such a vital part of the approach to teaching and learning at the Charter School. For teachers, leaders, and staff to be able to deliver a world-class education to our students, they must have a growth mindset about their own abilities to improve their practice; in practice, this means being open to feedback and taking personal responsibility for growth and development. This growth mindset attitude extends to students and families, illustrating to them the fundamental belief at ACE that they will achieve at a very high level as a way of encouraging them to cultivate a growth mindset about themselves and one another. This shared attitude is fundamental to establishing a culture of optimism and college-going environment.

2. School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning.

A crucial piece of the Charter School educational model is the development of a school culture that is tailored specifically to the needs of the school's target students. School staff create an optimistic, celebratory school environment based on the ACE values that inspires growth and promotes student learning. At the Charter School, the most important value necessary for success is *Ganas*, a Spanish word which can be translated as desire, will, or effort. All members of the community - students, staff, and families - are expected to show Ganas in their daily work and interactions with each other. Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.

In the Charter School culture, Ganas is a personal commitment to success on the part of students, staff, and families alike. The concept of Ganas is at the heart of school life, where staff and parents will continually celebrate effort and progress, help students see the connection between personal choice and academic success, and work together to inspire and support students and each other. Ganas is the shared value that unifies and guides the school and its stakeholders in holding each other accountable to the goal of preparing all students to be successful college students.

Developing the ACE Culture of Optimism also involves ensuring that all school staff are expertly prepared to proactively manage their classrooms so that expectations for students are fair,

Where Students Realize Their Extraordinary Potential

clear and transparent so that students have been set up for success. In addition to these key elements, another fundamental piece of building the Culture of Optimism is related to holding students accountable for their actions. When students make the right choices - choices that will help them along the path to high school, college, and career success - they deserve to be celebrated. These celebrations are for absolute achievement as well as growth. Equally as vital, however, is ensuring that students are held accountable when they make choices that have the potential to allow them to step off the path to high school, college, and career success.

Celebration of Incremental Improvement and Growth
In order to ensure that time is always taken to celebrate progress and deepen the sense of community at the school, the Charter School has a system of celebration that is comprehensive and looks to celebrate students who grow. A "Culture Calendar" is developed annually to ensure that a balance of celebrations occur across the school year in the following categories: earned expected, earned unexpected, unexpected unearned, unexpected earned. This balance is critical in building a celebratory and positive school culture. Some of these celebrations are tied to student growth, risk taking, and achievement, while others are tied to ACE school values. The Charter School also ensures that there is time for enjoyment that has nothing to do with academic growth and achievement, cultivating a school environment that fosters fun and appreciation of all students. An example of Professional Development for School Leaders on developing a Culture Calendar of celebrations is provided in **Appendix 2 - Professional Development**.

As part of the celebration initiative, Launch is a weekly event where the whole school community comes together. The primary purpose of Launch is for students, staff and parents to have an opportunity to recognize and celebrate the accomplishments of individual students in regards to their academic performance as well as the college ready habits that they are developing each day. Recognition is given for accomplishments such as strong attendance, achievement, and growth both for individual students and Advisory groups. A special RPG award is given by the school leaders to recognize students who exemplify all of the ACE values. Launch is also a time where students are exposed to college-going role models, with staff, guests from the community, and alumni invited to attend and share their college stories. Finally, Launch is where class cohorts get to participate in activities that promote healthy competition around school initiatives such as a testing challenge or a reading competition.

In addition, student growth is recognized via classroom celebrations in Advisory and other class periods. All staff members at the Charter School are aware of just how vital it is to validate students' academic growth as well as their growth in making wise choices that will help them to be college ready.

Finally, an athletic program provides opportunities for students to explore self and personal interests outside of the school day.

Individual Positive Incentives: Merits and the RPG Core Values

The Charter Schools' Merit program acknowledges individual acts of good citizenship that promote a positive community, as well as reflect college-ready habits. Advisors complete reflections on how individual students are progressing during their coaching conversations. Staff members then use the merit system to acknowledge when students are exceeding expectations in the Respect, Pride and Ganas (RPG) Core Values, in their College-Ready Habits, and in their Academic Growth and Achievement. These merits are celebrated in Launch assemblies, as discussed in the previous section, and are redeemable in the school store. Merits are reset each week, to allow every student to begin each week with a fresh start. Examples of specific actions that might earn a Merit in RPG are provided in **Figure A-3** and in College Ready Habits in **Figure A-4**.

Figure A-3 Actions That Exemplify RPG

Respect	Pride	Ganas
- Showing respect to oneself, or another person, in an exceptional way - Telling the truth when it is difficult - Doing the right thing when others are not - Encouraging another student who struggles - Tutoring a peer or helping others achieve - Volunteering to help - Showing kindness - Speaking and listening respectfully	- Greeting everyone (visitors, students and staff) proactively - Knowing and eagerly sharing growth and progress toward goals - Volunteering to be a tour guide - Showing pride in academic accomplishments - Picking up trash voluntarily - Demonstrating exemplary organization and neatness with school materials - Recognizing/celebrating positive	- Putting in extra effort - Taking initiative - Taking risks - Demonstrating growth - Exceeding expectations of an assignment - Displaying exemplary participation - Improving performance through hard work - Overcoming obstacles in an appropriate way

Where Students Realize Their Extraordinary Potential

	accomplishments of peers	

Figure A-4 Actions That Exemplify College-Ready Habits

Successful Students...	
1. Show up (on time and prepared) 2. Embrace rigor 3. Are competitive 4. Take academic risks 5. Study outside of class 6. Persevere 7. Have a sense of urgency 8. Create study groups 9. Are responsible 10. Are resourceful 11. Attend office hours	12. Attend homework club 13. Focus during group work 14. Make academic connections 15. Ask questions 16. Use academic language 17. Take notes 18. Are organized 19. Track the speaker 20. Are self-awareness and advocate for themselves 21. Support others 22. Go above and beyond

Student Engagement System

The Student Engagement System (SES) is the manifestation of a school wide positive school culture program and a student behavior management structure, both of which are designed to celebrate student achievements and promote a sense of belonging to an academic community. The SES is designed as a vital structure to nurture student engagement and help reinforce the school values of Respect, Pride, and Ganas as fundamental elements of the Culture of Optimism at ACE.

Engagement starts with lesson planning and delivery. Teachers are expected to implement lessons that foster a sense of enthusiasm in students that is evident in the quality of their work and their eagerness to participate. This includes ensuring curriculum is culturally relevant and harnesses students' interests. The goal is not just that all students are participating at all times, but that students are eager and excited to participate at all times. The mark of a particularly optimistic class will be one in which students are presented with a challenging task that is above their current skill level and students approach the task with gusto.

Within the SES are management structures that allow schools to celebrate student growth, risk taking, and achievement related to the culture of optimism. Additionally, the SES provides a

communal agreement about how students are being held accountable and enables teachers to provide feedback when better choices need to be made. Teachers utilize a system on a regular basis to recognize students' progress towards academic goals, praise students for hard work, and emphasize the optimism that comes with tackling a particularly difficult task. Teachers regularly celebrate when students follow directions as well as when students exceed expectations. Through the consistent praise and reinforcement, the SES management structures quickly help students learn new habits and actions that will contribute to their success.

Teachers currently use Kickboard, a computer-based program to track and monitor student academics and behavior on a daily basis. At any given point in time, students and their parents have the ability to know how a student is doing behaviorally and academically.

The Student Engagement System management system at ACE has several fundamental elements:

- It is more positive and optimistic than negative or compliance based
- It provides a way for all students to have a positive, optimistic set of interactions with school
- It is simple and easy for staff to use
- It eliminates wasted time and increases time on task
- It is not the end goal, but a tool that supports students in building new habits of engagement that result in increased student achievement
- Staff is adequately trained and normed on the system throughout the year

3. Students and families are engaged and independently demonstrate an optimistic mindset while developing key college-ready habits and attitudes
For the Culture of Optimism to truly have an impact, students and families must grow to independently demonstrate an optimistic attitude toward learning and students must internalize and make routine important habits of work and mind.

At the Charter School, this means first and foremost that students take ever-increasing responsibility for their own learning. This responsibility is reflected in each student's Weekly Reflection. In their Reflections, students monitor their progress and set and internalize interim goals to move forward. A crucial element of the Reflections (and the Advisory class that supports the process of each student's Reflections) is an emphasis on student reflection on and commitment to specific learning strategies to help them achieve the goal of attending a college-prep high school and ultimately attending college.

Parent Engagement in Culture of Optimism

Where Students Realize Their Extraordinary Potential

Another key element of developing a Culture of Optimism is a deep and sustained connection with the families that the school serves. The Charter School works constantly to bridge the gap between school and home, by working closely with families to support student learning. At the Charter School, learning best occurs when teachers, students and the community are equally invested in the goal of college for all. This commitment is the necessary context for any academic program that succeeds in propelling at-risk students to success in school.

While the Charter School has the parent participation structures typical at most schools (Student-Led Parent-Teacher conferences, Parent Committees, Open House, etc.), more important are the opportunities for parents to take leadership and demonstrate their commitment to the school's shared values. This is especially apparent in the Charter School's evolving Parent Leadership program where parents collaborate with school leaders to help determine better ways to achieve goals that affect their children. Parents receive training and support in developing and leading a Parent Leadership Council which takes part in all key schoolwide initiatives, especially such efforts as developing and reviewing the Charter School LCAP and participating in bi-annual audits of the school program. For examples of agendas and minutes of the Charter School Parent Leadership Council, please see **Appendix 3 - Stakeholder Engagement**.

Families also take a leadership role in the following:

- Community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work
- Home visits, as needed, by teachers and school leaders to develop closer connections with families of struggling students
- Monthly Cafecitos, where the school informs families on current initiatives and solicits input, as well as provides a forum for discussing ways to further help the school
- Parent leadership groups to encourage families and students to commit to the multi-step process of preparing academically, emotionally, and financially for college success
- Communication process which involves school-family meetings and student behavior contracts that involve the family in finding solutions to behavior, attendance, and attitude problems, as well as regular teacher communication to families to keep them abreast of student successes and challenges
- Participation in the Individual Education Program ("IEP") or Section 504 Plan development and review process in which student achievement data is examined, goals are established, and interventions are outlined.

Where Students Realize Their Extraordinary Potential

In addition, a significant proportion of the Charter School's administrative and teaching staff speak Spanish, and the school ensures that translation services are available for families who speak languages other than Spanish.

According to the Charter School's academic philosophy, learning best occurs when teachers, students and the community are equally invested in the school's goal that every student will graduate college-ready. This commitment is the necessary context for any academic program that succeeds in propelling underserved students to success in high school and college.

Culture of Optimism in Practice

The entire Charter School program is unified by common practices, beliefs, and habits of mind that allow the creation of a Culture of Optimism. When a visitor steps onto campus they are immediately struck by a sense that they have entered a strong, supportive community where all stakeholders are invested in ensuring that students are successful. Visitors will likely see the following, providing evidence that a Culture of Optimism has been developed:

- Visitors are greeted with a handshake by students who proudly inform them of their names and an overview of their academic work
- Teachers on campus positively interact with students and are holding them accountable to school-wide expectations. This includes greeting students in the morning with a firm handshake and a smile, finding opportunities to genuinely engage students both inside and outside of the classroom, and giving students ample opportunities to demonstrate their school's core values throughout the day.
- In classrooms, students are deeply and authentically engaged in their learning. Classroom teachers are delivering engaging lessons and holding students to exceptionally high expectations at every turn. In response, students understand expectations for them and rise to the occasion. Students participate in academic-oriented debate about the topic at hand and the teacher facilitates these discussions expertly, allowing students to deepen and expand their knowledge.
- Throughout the day, students are offered opportunities to explore not only academic topics but also are reflective on the school's values and scholarly habits of mind, thus allowing students to find joy in the process of learning and achieving ethical and academic excellence.
- Celebrations are observed consistently throughout the school day and offer a glimpse into how masterful teachers build a culture of optimism with students. Visitors might observe a Launch (Assembly) in which students are being honored for their academic achievement and growth. Launch also builds optimism by representing the non-academic interests of students.

Where Students Realize Their Extraordinary Potential

- On a typical day a visitor will also see parents interacting with the school in genuinely collaborative activities, and the parents are able to articulate to the visitor the growth and progress their child has made, as well as their long-term goals of their student and school as a whole.

In essence, all interactions between ACE community members are designed to build and instill an optimistic and celebratory culture at the school while holding tight to the belief that students will thrive when this environment is coupled with a deep belief that all students can meet and exceed high expectations.

Cascade Strategy 2: College-Ready Confidence

The Charter School believes that learning best occurs when students acquire "College-Ready Confidence," i.e. the confidence that they have all the academic and personal skills necessary to graduate from college and attain life success. The Charter School academic program is designed to provide students with the tools to acquire these knowledge and skills putting them on a track to confidently choose and complete a four-year college education.

To create these conditions, the Charter School has implemented the following objectives:

1. Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data
2. Previously low-achieving students make expected rapid academic growth
3. Students prepare for college by attaining proficiency in challenging, standards-based course work

1. Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data

Data-Driven Decision Making and Curriculum Design

To reach the school's dual goal of academic proficiency and college readiness, teachers and staff consistently analyze student performance on external and internal formative and summative assessments in order to adjust curriculum and instruction to meet student needs. A strong professional culture where teachers receive abundant training and feedback around school-wide best practices helps foster a professional climate of collaboration and ongoing improvement.[2]

---

[2] Bambrick-Santoyo, P. (2010). Driven by data: A practical guide to improve instruction. San Francisco, CA: Jossey-Bass.

Where Students Realize Their Extraordinary Potential

ACE Charter School's target students - first generation college enrollees who traditionally have been left behind by the system in terms of college opportunities - need individualized support to meet the school's high expectations and accelerated pace. This personalized support includes differentiated instruction; ability-based grouping in Reading and Math intervention; individual student interventions, as well as access to highly personalized computer-based programs. All of the work through these support structures is driven by student achievement data, especially the ongoing formative assessments in Reading and Math, California Smarter Balanced Assessments (SBAC), and other Common Core-based assessments.

Rich Curriculum Aligned to Common Core State Standards

The Charter School's curricula and instruction are designed to best support students by helping them acquire a broad base of knowledge and skills in core subject areas, as well as key academic strategies and work habits. The curriculum also includes elements of research-based programs which have shown the greatest success in helping previously low-achieving students reach academic proficiency and college readiness.

In order to achieve grade-level proficiency, students need to master the content and skills set out in the CCSS, NGSS, and CSS as well as the social and emotional skills necessary for college success. Additionally, the Charter School faces the challenge of simultaneously bringing some students up to grade-level while accelerating the learning of others. The Charter School accomplishes this mission by providing students with both grade-level coursework and necessary individualization, ensuring that all students receive a rigorous, college-prep education.

2. Previously low-achieving students make expected rapid academic growth

The Charter School is firmly committed to promoting rapid academic growth for all of its students. The goal that unifies the Charter School community is that by the time students are promoted from eighth grade they will be prepared to attend a college-prep high school - and that at the end of their senior year, they will all choose to attend a two- or four-year college and will ultimately graduate from a four-year college or university. Given students regularly enter two or more years below grade level, making rapid academic growth is an imperative in meeting this objective.

As such, each student has a target of achieving higher than expected growth in English Language Arts and Math.[3] Group and individual student interventions and coursework, coupled

---

[3] The Charter School currently measures "higher than expected growth" utilizing the NWEA MAP. As the CAASPP develops the ability to report on student level growth, the Charter School will adjust its goals and measurements to align with the new instrument and state expectations.

Where Students Realize Their Extraordinary Potential

with rigorous instruction across the school day, are designed to support students in making this rapid progress. Focusing and communicating about growth allows underperforming students to have ambitious, reachable academic annual goals which allow them to be aspirational about making the academic progress that is necessary to attain college-readiness. For instance, a 5th grade student coming in reading at a 2nd grade level would be expected to reach a mid-year 3rd grade level by the end of the year - the equivalent of 1.5 years of growth. This would still be well below competitive in terms of grade level and college readiness, but would put that student on an accelerated growth track that will eventually lead to high school and college-readiness. For families who have seen their children experience significant failure in elementary and/or their previous middle school, this system gives them (and their children) a goal which, when reached, becomes a true driver of optimism and college ambition. Embedded in this focus on rapid academic growth is the desire to ultimately move students to proficiency in English-Language Arts and Mathematics, as measured by the SBAC.

The work of students, staff and families at the Charter School is animated by this unwavering commitment to rapid growth and the goal of high school and college readiness for all. The entire academic program is designed to provide a finely calibrated balance of challenging standards-based core curriculum that has been mapped to the CCSS with the interventions and individualized support necessary to help each of the Charter School's target students gain the necessary academic and social skills to excel on the path towards high school and college graduation. A Response to Intervention (RTI) program is leveraged to use data to inform decisions on the tiered interventions necessary to support each student's achievement.

The school structure - the use of time, the allocation of staff and resources, the school culture, the close collaboration with families - are aligned to this mission. Such key elements of the school program include the small school size, extended school day, regular Advisory and Intervention classes, and the Launch assembly. All of these structures and programs are developed to ensure that previously underserved students have the tools, time, and work ethic necessary to be academically and socially prepared for high school, college, and beyond.

Role of Staff in Helping Students Grow

Through their efforts, teachers and staff provide a catalyst that helps set students' minds into motion and inspires them to aspire to greatness in their work. Whether it is a lesson plan design, an interaction with a student during class, or a comment in the hallway, all their work should strive to promote the confidence in students that they are becoming ready for college, and that after they leave the Charter School, high school and then college are where they belong.

The Charter School academic program must ensure that students not only grow, but that they grow rapidly and regularly enough to begin to expect growth. Giving students the parameters of a growth mindset is not enough; it is the experience of growth itself that will best encourage students to adopt a growth mindset. Student confidence that they can succeed, especially in college, is also based on the shared understanding that the work that they do at the Charter School is legitimate work that prepares them for college-prep high school, that their growth and success is an authentic sign that they are ready for high school and gaining readiness for college. For this reason, course-work at the Charter School must be not only challenging but specifically prepare them for the rigors and expectations of college-prep high school and four-year college work.

3. Students prepare for college by attaining proficiency in challenging, standards-based course work

The Charter School believes that the most vital ingredient in establishing a school where students can reach proficiency is the efficacy of teachers. Teachers take personal responsibility for creating a positive school culture - they effectively sweep kids up into the lessons they present and build student optimism, engagement, and achievement.

The Charter School teachers will help students reach the school's ambitious academic goals with instructional practices that are precisely designed to help students master the CCSS, NGSS, and CSS standards while being varied to meet student needs and interests.

Philosophy of Instruction

The key elements of quality instruction at the Charter School are 1) Planning of curriculum aligned to CCSS, NGSS, and CSS, 2) Engaging students through varied instructional strategies, and 3) Engaging teachers in professional development that builds instructional and cultural proficiency, and therefore increases student engagement and achievement.

Planning

Teachers spend a significant amount of their time ensuring that their lessons are aligned to the CCSS, NGSS, and CSS, that they are engaging, and that they lead students to significant academic results. This explicitly includes the development of cognitive skills along with content, so that students are able to apply what they have learned in unfamiliar scenarios as required on the SBAC.

Teachers know that their own knowledge of content and skills is a vital aspect of being an effective instructor, so part of their planning involves learning the content and deeply understanding the skills (studying the text, reading current research about the science concept, etc.). Teachers also reflect on the effectiveness of their lessons, knowing that being a teacher is

a constant process of trying something new, seeing success and/or failure, and learning from the results.

At the Charter School, one of the core development goals of all teachers is to constantly strive to make lessons more appropriately challenging for students. Teachers design rigorous lessons and assessments to ensure that all students are pushed to achieve at the highest levels. A rigorous lesson is aligned to the objective and the CCSS, NGSS, and/or CSS as appropriate to the discipline, has strategic questioning throughout, and shows a thoughtful progression towards a challenging application of skills and knowledge. The reflective teacher sees opportunities to increase rigor in all parts of a lesson and in the selection of materials and tasks. In addition, the reflective teacher utilizes ongoing assessment data to inform and pivot instruction. This includes formative assessments tied to specific learning targets (i.e. "I Can construct a function representing a parabola"). It also includes benchmark assessments given every six to eight weeks. Both the formative assessments and the benchmark assessments are aligned to the CCSS. Following each of the benchmark assessments, teachers participate in a Professional Development day in which they analyze the results and standards, as well as reflect back on their own teaching practices to create re-teach action plans to ensure student success moving forward.

Varied Instructional Strategies

Teachers utilize a variety of instructional strategies that encourage students to take risks. Teachers normalize error in their classes by building a culture in which all students benefit from mistakes, and both successes and failures are celebrated. All students see the benefit of learning from others' thinking. These varied strategies allow teachers to ensure that they are reaching students while still maintaining high expectations. At the Charter School, one of the core development goals of all teachers is to constantly strive to make lessons more appropriately challenging for students. This includes use of the following Core Actions in Literacy and Math.

Core Actions in Literacy

- CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).
    - A majority of the lesson is spent reading, writing, or speaking about text(s).
    - The text(s) are at or above the complexity level expected for the grade and time in the school year.
    - The text(s) exhibit exceptional craft and thought and/or provide useful information.
- CORE ACTION 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

Where Students Realize Their Extraordinary Potential

- ○ Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.
- ○ Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- ○ Questions and tasks attend to the words, phrases and sentences within the text.
- ○ Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.
- CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.
  - ○ The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
  - ○ The teacher expects evidence and precision from students and probes students' answers accordingly. Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.
  - ○ The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty.
  - ○ The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. When appropriate, students demonstrate progress toward independence in reading and writing.
  - ○ When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

Core Actions in Math

- CORE ACTION 1: Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.
  - ○ Focus: The lesson focuses on the depth of grade-level cluster(s), grade-level content standard(s) or part(s) thereof.
  - ○ Coherence: The lesson intentionally relates new concepts to students' prior skills and knowledge.

Where Students Realize Their Extraordinary Potential

- o Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
- CORE ACTION 2: Employ instructional practices that allow all students to learn the content of the lesson.
  - o Models the math. The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples.
  - o Gives grade-level problems and practice. The teacher provides opportunities for students to work with and practice grade-level problems and exercises.
  - o Promotes flexible thinking. The teacher strengthens all students' understanding of the content by sharing a variety of students' representations and solution methods.
  - o Checks for understanding. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.
  - o Summarizes the math. The teacher summarizes the mathematics with references to student work and discussion in order to reinforce the focus of the lesson.
- CORE ACTION 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.
  - o High-quality tasks. The teacher poses high-quality questions and problems that prompt students to share their developing thinking about the content of the lesson. Students share their developing thinking about the content of the lesson.
  - o Productive struggle. The teacher encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle. Students persevere in solving problems in the face of initial difficulty.
  - o Explain thinking. The teacher establishes a classroom culture in which students explain their thinking. Students elaborate with a second sentence (spontaneously or prompted by the teacher or another student) to explain their thinking and connect it to their first sentence.
  - o Student conversations. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk about and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.
  - o Precise language. The teacher connects and develops students' informal language to precise mathematical language appropriate to their grade. Students use precise mathematical language in their explanations and discussions.

- ○ Use appropriate tools. The teacher establishes a classroom culture in which students choose and use appropriate tools when solving a problem. Students use appropriate tools strategically when solving a problem.
- ○ Students revise their thinking. The teacher asks students to explain and justify work and provides feedback that helps students revise initial work. Student work includes revisions, especially revised explanations and justifications.

Professional Development to Support Student Achievement

The Charter School teachers helps students reach the school's ambitious academic goals with instructional practices that are precisely designed to help students master state and college-ready standards, and varied to meet student needs and interests. The professional development program at the Charter School is specifically designed to support the school's intensive focus on developing the literacy and math skills necessary for college success, as well as helping students develop the personal values and habits of work and mind they need to succeed in college.

Professional development at the Charter School includes training, models, support from peers and outside coaches, and time to develop and refine curriculum and teaching practices. The school supports teachers in their effort to master their craft by providing consistent feedback on and encouraging thoughtful assessment of their teaching practice. The school will provide teachers with the training and time necessary to implement the improvements identified as necessary for increased student success. Some key elements of the staff development program at the Charter School include:

- Development of a college-going culture and college-ready skills and behaviors
- Understanding the CCSS, NGSS, CSS, and ELDS
- Developing standards-aligned and standards-based curriculum and assessments
- Utilizing data-driven instruction
- Developing shared pedagogical strategies, as well as those specific to the discipline
- Integrating ELD standards into course curricula
- Implementing the schoolwide literacy program, with a focus on reading and writing strategies in the content areas that are focused on the development of college-ready skills
- Differentiating instruction to meet varied student needs, especially those of students who are ELL and students with Special Needs

Where Students Realize Their Extraordinary Potential

School leaders will also receive on-going coaching in overall school development, instructional leadership, and management. Please see **Appendix 2 - Professional Development** for examples of Professional Development for both teachers and School Leaders.

How ACE Measures the Success of the Schoolwide Culture of Optimism and College-Ready Confidence

At ACE, the successful implementation of the Culture of Optimism and College-Ready Confidence is tracked as closely as academic data, and a regular "Growth Cycle Audit" is conducted at the school to give school leaders, teachers, students, and families feedback about the successes and areas for further growth in the school's culture and academic proficiency. This measurement process has three key elements:

1. **ACE Charter School Playbooks**
   The Playbooks clearly define the most crucial strategies and initiatives that comprise a successful Culture of Optimism and College-Ready Confidence. These playbooks are the foundation of Professional Development, both in the summer before the school year begins and during the school year, as well as inform coaching from school leaders, department heads, and peers.
2. **Growth Cycle Audit**
   Two times a year, a visiting team made up of staff and external experts visits the Charter School and conducts an audit of the Culture of Optimism and College-Ready Confidence practices enumerated in the Playbooks using an audit tool developed internally at ACE. The audit comprises at minimum two, 20 minute visits of each teacher.
3. **Growth Cycle Report to School Leaders/Next Cycle Action Plan**
   After each audit, the Charter School receives a comprehensive Report which details areas where the school is successfully implementing a Culture of Optimism and College-Ready Confidence, as well as defining growth areas. The leadership team uses the report to drive decision-making around further professional development and coaching to shore up areas of weakness and sustain areas of strength.

In addition, after the audits each teacher receives a comprehensive report detailing areas of success and need for both a Culture of Optimism and College Ready Confidence. Each teacher then meets with his/her coach to create personal growth goals.

Please see **Appendix 4 - ACE Playbooks** for examples of the Charter School Playbooks and **Appendix 5 - Growth Cycles** for the Growth Cycle Audit Tool and an example of a Growth Cycle Report.
The Charter School's academic program is built to effectively implement the seven elements of the school's educational philosophy. The following section details how the Charter School will

Where Students Realize Their Extraordinary Potential

build a learning environment where the work of all stakeholders is directed at ensuring these seven elements are implemented to best support the school's target student and community in reaching their aspirations.

1. Having high expectations for all students
The goal that unifies the Charter School community is that by the end of their 8th grade year, all students will be proficient in English-Language Arts and Math, as measured by the California Standards Tests (CSTs). This attainment of grade-level proficiency is a critical step toward success in challenging college-prep coursework in high school.

The work of students, staff and families at the Charter School is animated by an unwavering commitment to the goal of college readiness for all. The entire academic program is designed to provide a finely calibrated balance of challenging standards-based core curriculum with the interventions and individualized support necessary to help each of the Charter School's target students gain the necessary academic and social skills to excel on the path towards college.

The school structure—the use of time, the allocation of staff and resources, the school culture, the close collaboration with families—is also implemented with the goal of maximizing student mastery of the state standards so that every student graduates fully prepared for the rigors of college-prep curriculum in high school. Key elements of this school program include a school culture that rewards effort and incremental improvement, an extended school day, a focus on literacy, on-line learning opportunities which provide both remediation and enrichment, as well regular opportunities for staff, families, and students to connect and interact. All of these structures and programs are developed to ensure that previously underserved students have the tools, time, and work ethic necessary to be academically and socially prepared for college.

For further explanation and evidence of how the Charter School holds high expectations for all students, please see Appendix C.

2. Analyzing student data to track progress, identify student needs and improve instruction
To reach the Charter School's dual goal of academic proficiency and college readiness, teachers and staff will consistently analyze student performance on external and internal formative and summative assessments in order to adjust curriculum and instruction to meet student needs. A strong professional culture where teachers receive abundant training and feedback around school-wide best practices will help foster a professional climate of collaboration and ongoing improvement.

Many of the Charter School's students—especially English Learners and Special Needs students—need individualized support to meet the school's high expectations and accelerated pace. This personalized support will include differentiated instruction, individualized learning groups in mathematics and English Language Arts, after school small group interventions, Saturday Academies, and summer school. All of the work through these support structures will be driven by student achievement data, especially the ongoing formative assessments in the core academic classes, data from on-line courses and adaptive assessments, as well as data from the California Standards Tests (CSTs).

For further explanation and evidence of how the Charter School analyzes student data to track progress, identify student needs and improve instruction, please see Appendix D.

3. Providing a rich curriculum that is aligned to state standards
The Charter School's curricula and instruction are designed to best support students by helping them acquire a broad base of knowledge and skills in core subject areas, as well as key academic strategies and work habits. The curriculum will also include elements of research-based programs which have shown greatest success in helping previously low-achieving students reach academic proficiency and college readiness.

In order to achieve college readiness, students need to master the content and skills set out in the California state curriculum frameworks as well as the social and emotional skills necessary for eventual college success.[4] Additionally, the Charter School faces the challenge of simultaneously bringing some students up to grade level while accelerating the learning of others. The Charter School accomplishes this mission by providing students with both grade-level coursework and necessary individualization, ensuring that all students receive a rigorous, college-prep education.

For further explanation and evidence of how the Charter School provides a rich curriculum that is aligned to state standards, please see Appendix F.

4. Using purposeful professional development to improve teachers' skills

---

[4] The Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation. For an overview of the ACE's expected timeline for Common Core Standards implementation, please see Appendix E.

Charter School teachers will help students reach the school's ambitious academic goals with instructional practices that are precisely designed to help students master California state standards, and varied to meet student needs and interests. The professional development program at the Charter School is specifically designed to support the school's intensive focus on developing the literacy and math skills necessary for academic success, as well as helping students develop the personal values and habits of work and mind they need to succeed in college.

Professional development at the Charter School will include training, models, support from peers and outside coaches, and ample time to develop and refine curriculum and teaching practices. The school supports teachers in their effort to master their craft by providing consistent feedback and encouraging teachers in a thoughtful assessment of their teaching practice, and will provide teachers with the training and time necessary to implement the improvements identified as necessary for increased student success. Some key elements of the staff development program at the Charter School include helping teachers create and implement:

- Development of a college-going culture and college-ready skills and behaviors
- Standards-based curriculum and assessments
- Integration of ELD best practices into course curricula
- Schoolwide literacy program, with focus on reading and writing strategies in the content areas that are focused on the development of college-ready skills
- Differentiation of instruction to meet varied student needs, especially those of EL students and Special Needs students
- Test-taking strategies in the context of course curricula

School leaders will also receive on-going coaching in overall school development and management.

For further explanation and evidence of how the Charter School provides purposeful professional development to improve teachers' skills, please see Appendix G.

5. Creating a school culture that honors effort and resilience and consistently focuses on college success as a goal for all students

A crucial piece of the Charter School educational model is the development of a school culture that is tailored specifically to the needs of the school's target students. The word used to sum up the qualities necessary for success is Ganas, a Spanish word which can be translated as

desire, will, or effort. All members of the community—students, staff, and families—are expected to show Ganas in their daily work and interactions with each other.

In the Charter School culture, Ganas is a personal commitment to success on the part of students, staff, and families alike. The concept of Ganas is at the heart of school life, where staff and parents will continually celebrate effort and progress, help students see the connection between personal choice and academic success, and work together to inspire and support students and each other. Ganas is the shared value that will unify and guide the school and its stakeholders in holding each other accountable to the goal of preparing all graduates to be successful college students.

For further explanation and evidence of how the Charter School creates a school culture that honors effort and resilience and consistently focuses on college success as a goal for all students, please see the School Culture Rubric as Appendix H.

6. Bridging the gap between school and home by working closely with families to support student learning
According to the Charter School's academic philosophy, learning best occurs when teachers, students and the community are equally invested in the school's goal that every student will make the growth they need to make to reach their goals. This commitment is the necessary context for any academic program that succeeds in propelling underserved students to success in high school and college.

A key aspect of this community collaboration is the school's close and transparent relationship with families. The Charter School will have the following parent participation structures in place from the first day of school: monthly Community Meetings, a parent representative on the Board of Directors, Parent Leadership Committee, Open House, etc. There are additional school-family joint efforts that are critical to the school's success, including:

- Regular community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work
- Home visits by teachers and school leaders to develop closer connections with families of struggling students
- Parent participation on Hiring Committees, with significant input from families on new staff and teacher hires
- Communication process which involves school-family meetings and student behavior contracts that involve the family in finding solutions to behavior, attendance, and

Where Students Realize Their Extraordinary Potential

~~attitude problems , as well as regular teacher communication to families to keep them abreast of student successes and problems~~

- ~~Participation in the Personal Learning Plan ("PLP") or Individual Education Program ("IEP") or Section 504 Plan development and review process in which student achievement data is examined, goals are established, and interventions are outlined.~~

~~A significant proportion of ACE Charter School's administrative and teaching staff will speak Spanish, and the school will work to ensure that translation services are available for families who speak languages other than Spanish.~~

~~7. Leveraging technology to individualize learning so that students may receive remediation or acceleration based on their specific learning needs~~
~~Students who come to the Charter School have a widely varied set of needs and achievement levels. A crucial element of ACE's success with these students, whether they need intensive remediation, further challenge, opportunities for further practice and enrichment, or some combination of all of these, is the personalization of instruction and learning opportunities that every student receives daily.~~

~~While a significant amount of this personalization comes from the differentiation that teachers conduct in their classrooms, the strategic use of on-line courses and assessments extends the Charter School's ability to both understand the precise needs of each student and meet those needs in real time. Technology at ACE is used in several ways, including:~~
- ~~Diagnostic and assessment tools which helps teachers, school leaders, students and families to precisely understand present student achievement levels~~
- ~~On-line coursework in Math and English-Language Arts (i.e. Achieve3000, EPGY, etc.) that precisely calibrates learning opportunities and practice to student achievement levels~~
- ~~ACE specific course design, i.e. the Math Lab on line curriculum developed in conjunction with web-based curriculum developer CK12 to support student mastery of ACE's particular Power Standards at every grade level~~

~~ACE continues to actively develop its technology offerings and is adding additional opportunities and tools on a regular basis.~~

CURRICULUM AND INSTRUCTION~~AL PROGRAM~~
The Charter School is a traditional classroom-based school with an academic program that is built to effectively implement the Cascade strategies and objectives as detailed above. This program~~The academic program at the Charter School~~ is a fully inclusive curriculum that puts all

Where Students Realize Their Extraordinary Potential

students on track to academic success. The school's curricular framework is developed for 5th -8th grade with the explicit goal~~purpose~~ of helping all students reach grade-level proficiency by the end of 8th grade. The school model pulls together curricular and instructional practices proven most effective with students who are predominantly low-income, English Learners, students of color who are likely to be the first in their family to attend college or university. All teaching and learning is directed toward student mastery of the CCSS, NGSS, and CSS~~California State Standards~~, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic and personal success. In alignment with ACE's educational philosophy, the curriculum and instruction build both the culture of optimism and college-ready confidence necessary to reach these objectives.

In all courses, students take on challenging work and problem solving with optimism. Students take risks because they enjoy the challenge and they know that they will be celebrated equally for their effort when they make mistakes as when they succeed. Every class shows a culture of college-ready confidence. Students speak and write with academic language and pay attention to the precision of their words and the words of others. Students construct viable arguments, and critique the reasoning of others using respectful language that both supports and challenges. Teachers plan purposefully based on their strong understanding of the standards, the curriculum they are using, best practices in instructional strategies, and possible student misconceptions. Teachers are constantly assessing student understanding through the use of whole-class checks for understanding, ongoing formative assessments, and interims. Teachers have effective resources to address every standard, cluster and domain in deep ways that build students' fluency, understanding, and ability to apply their knowledge and skills to real-world situations and problems.

The ultimate goal of instruction at ACE is for students to not just be accepted into college, but to be successful there and beyond. The Charter School's job is to prepare students to be successful in a college-preparatory high school.

Curriculum Overview

Students at the Charter School are enrolled in the following courses:

- Humanities (English-Language Arts/History-Social Science)
- Math
- Science[5]

---

[5] Math and Science are taught in a core block format for 5th grade, then taught independently as single subject courses in sixth through eighth grade.

Where Students Realize Their Extraordinary Potential

- Intervention
- Advisory

At points during their time at ACE, all students are also enrolled in enrichment courses. Current offerings include:

- Physical Education
- Civics
- Coding

Courses are based on the California state frameworks and standards for each content area and each grade-level, as applicable, using grade-appropriate instructional materials. Courses are heterogeneously grouped, with students of all abilities and language levels participating. Differentiation and Integrated English Language Development support is incorporated into each course to ensure that each student receives both the challenge and assistance they need to be successful. Flexible groupings are leveraged in the Intervention block to provide students with targeted work at their level in reading, math, and English Language Development (ELD).

A description of each core curriculum area follows, with current instructional materials and approaches described for each. These materials and approaches may be adjusted over time to meet the emerging needs of students and to leverage new products in this rapidly developing field. Such adjustments and adoptions shall not constitute a material revision of the charter. ~~Students will move through an age appropriate curriculum for English Language Arts, Math, History-Social Studies, Science, and Visual/Performing Arts at each grade level. The extended daily and yearly schedule will allow for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for academic success. Additional learning opportunities and electives are available in the extended day to students who have reached proficiency earlier than their peers and who need significantly less time for literacy and numeracy remediation.~~

~~At the Charter School, students will accelerate toward academic success as a result of the school's two-pronged curriculum: 1) a rich, inclusive core curriculum directed at mastering grade-level standards, and 2) a separate intervention/acceleration courses and additional individualized learning supports (including on-line learning opportunities). The core courses, which are taken by all students, will be heterogeneously grouped, without regard for achievement level. Students are supported in their achievement in these rigorous courses through the use of specialized instructional strategies that provide all students with appropriate~~

Where Students Realize Their Extraordinary Potential

levels of challenge and support, with a primary focus on providing differentiated instruction to serve all students.

For an overview of the Charter School's curricula, please see Appendix F.

Humanities Core (English-Language Arts/History-Social Studies)

The Humanities Core provides grade-level, standards-based instruction in English-Language Arts and History-Social Studies aligned to the CCSS in ELA, CCSS in ELA for History-Social Studies, and the CSS in History-Social Studies. The Humanities Core currently utilizes EngageNY as its base curriculum, with a focus on supporting each of the core shifts in the CCSS:

1. Regular practice with complex texts and their academic language.
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

Within EngageNY, teachers lead students through four modules of approximately eight weeks that are thematically organized to integrate history-social science topics into the language arts curriculum. A variety of texts, including fiction and nonfiction trade paperbacks, primary sources, articles, and reference materials are employed to develop proficiency in reading and writing across genres and for a variety of purposes, as well as build background knowledge of historical periods and contexts. For example, in a 6th grade module on the genre of mythology, students may dig deep into a central primary text, The Lightning Thief by Rick Riordan, then engage in supplemental texts including Greek myths to deepen their knowledge of the genre of myths and their understanding of ancient Greece. In doing so, the History-Social Science content for each grade level is largely integrated into the English-Language Arts instruction.

Grade level module topics are as follows below. Within each grade level, teachers have two choices for the 2nd and 3rd module each year.

5th Grade

- Module 1 - Stories of Human Rights
- Module 2a - Biodiversity in Rainforests of the Western Hemisphere
- Module 2b - Inventions that Changed Peoples' Lives
- Module 3a - Sports and Athletes' Impact on Culture
- Module 3b - Balancing Competing Needs in Canada
- Module 4 - Natural Disasters in the Western Hemisphere

6th Grade

- Module 1 - Myths: Not Just Long Ago
- Module 2a - Rules to Live By
- Module 2b - Voices of Adversity
- Module 3a - The Land of the Golden Mountain
- Module 3b - Sustaining the Oceans
- Module 4 - Insecticides: Costs vs. Benefits

7th Grade

- Module 1 - Journeys and Survival
- Module 2a - Working Conditions
- Module 2b - Identity and Transformation: Then and Now
- Module 3a - Slavery: The People Could Fly
- Module 3b - Screen Time and the Developing Brain
- Module 4 - Water Is Life

8th Grade

- Module 1 - Finding Home: Refugees
- Module 2a - Taking a Stand
- Module 2b - A Midsummer Night's Dream and the Comedy of Control
- Module 3a - Japanese-American Relations in WWII
- Module 3b - The Civil Rights Movement and the Little Rock Nine
- Module 4 - Sustainability of World's Food Supply

A complete Scope and Sequence for EngageNY is provided in **Appendix 6 - Curricular Scope and Sequence**. While EngageNY currently serves as the core curricular resource for the Humanities block, teachers are able to adapt as needed. As California approves additional resources aligned to the CCSS, ACE will continue to examine and select additional resources for adoption to best meet the needs of its students.

Reading

Through the Humanities Core curriculum, students are exposed to a wide array of literature at grade level, as well as literature that varies by complexity including grade level and textual attributes. To ensure all students have daily exposure to grade level reading content, teachers provide direct instruction in reading comprehension strategies using a common grade-level text for all students. The teacher explains the strategy and demonstrates its use. Students then engage in small group and/or independent guided practice in the strategy demonstrated by the teacher. Instructional practices used during this block include: previewing, predicting, literature

circles, think-alouds, comprehension monitoring, fix-it strategies, discussion, graphic organizers and response to text.

Standards addressed include those from the Reading Comprehension and Literary Response and Analysis sections of the CCSS. Texts used during this portion of instruction include grade-level novels, short stories, articles, portions of novels, and primary source materials. Many are related topically or thematically to the History-Social Science standards.

Writing

The Humanities Core also includes a heavy focus on Writing, with students engaging with complex texts, conducting written literary analysis, and citing textual evidence. Instruction in diverse genres of writing is integrated into the modules of instruction, including informative/explanatory, opinion, and narrative writing. Students apply and practice writing techniques and strategies, with teachers supporting learning and application through writing conferences and small group instruction.

Standards addressed include those from the Writing Strategies, Writing Applications, and Written and Oral Language Conventions sections of the CCSS. Many of the writing applications and assignments are related topically or thematically to the History-Social Science standards.

Vocabulary Development

The Humanities Core includes direct instruction in word analysis and systematic vocabulary development. Teachers present mini-lessons and students then engage in differentiated guided and independent practice using activities from various CCSS-aligned resources, like personal vocabulary lists, vocabulary maps and vocabulary notebooks. Word study is connected to the reading, writing, and history-social science content that students are studying. Standards addressed during this portion of the Humanities Core include those from the Word Analysis, Fluency, and Systematic Vocabulary Development section of the CCSS.

History-Social Science

The Humanities Core is also devoted to delivering content from the CSS in History-Social Science, as indicated throughout the previous components. Additional instructional activities focused on History-Social Science standards may include activities such as slide lectures, experiential activities, and content area reading and writing. In addition, the teaching of History-Social Science includes direct instruction and guided and independent practice in content area learning strategies, such as note-taking from lecture, text, and multimedia primary sources.

Where Students Realize Their Extraordinary Potential

Differentiation

Differentiation of instruction across the Humanities Core occurs in the following ways:

- Teachers provide tiered assignments that enable students to address standards and content at various levels of complexity
- Teachers move around the room and conference with students, with the focus of the interaction varying based on student need and ability.
- Different strategies and levels of application for various strategies are emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.
- Teachers provide small group instruction, with students flexibly grouped by ability, strength, or weakness. This enables the teacher to provide instruction that is tailored to a variety of needs and abilities. At other times, students are grouped in mixed ability groups.
- Students leverage the Lexia online program to receive additional support at their individual reading levels. Some students will be working with standards below grade-level, some will be at grade-level, and others will be above grade-level. The level at which students work changes as their proficiency level changes. The goal is that by the 7th and 8th grades, most students are working at or above grade-level.

Mathematics

The ACE Mathematics program provides grade-level, standards-based instruction aligned to the CCSS in Mathematics, which build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career and life.

The Charter School currently leverages EngageNY as the base of its curriculum, which reflect the core shifts required in the CCSS and support their implementation as follows.

1. Greater focus on fewer topics and going deeper into the topics studied
2. Coherence: Linking topics and thinking across grades
3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

In order to accomplish this vision and to ensure that we have embodied these shifts in our instruction, ACE leaders developed a strategic plan focused on three goals that are critical to achieve the vision.

First, **instruction and curriculum at ACE Schools must be aligned to the CCSS**. To do this, teachers and leaders ensure the curriculum focuses on the major work of the grade, creates

coherence across grade levels, and addresses appropriate skills and knowledge of the grade level standards through procedural fluency, conceptual understanding, and application in real-world situations. All teachers purposefully plan back from the CCSS and interims to ensure their unit, weekly, and daily plans are aligned. All teachers have the ability to break down the standards, to adapt curriculum to meet the needs of their students, and to deliver lessons in a way that ensures all students are reaching CCSS-aligned, grade-level rigor.

Secondly, in all classes, **students take on the cognitive load**. According to Doug Lemov in Teach Like a Champion, "One of our most important goals as teachers is to cause students to do as much of the cognitive work - the writing, the thinking, the analyzing, the talking - as possible." ACE is constantly working to find ways to increase the rigor of a classroom by increasing this ratio. For example, while a teacher might ask a rigorous question to one student, the teacher could increase the rigor in this moment by asking the same question to every student and having them write down their answer before sharing, thereby having every student think about the question instead of just one. In other words, the teacher is doing less of the talking and thinking, and the students are doing more if it.

In every math class, teachers ensure that the structures are in place for students to take on the cognitive load, such as tracking the speaker, hand raising, college voice, complete sentences, and procedures for whole-class agree/disagree, which includes whole group thumbs-up or thumbs-down and sentence starters for agreeing and disagreeing. Additionally, teachers provide opportunities for students to construct their own understanding, and students respond through structured routines such as noticing and wondering, turn and talks, whole-class discussion, and extended problem solving blocks. Teachers build institutional knowledge around high-ratio strategies by observing each other and sharing best practices.

The final math goal of ACE is that **all teachers will use data to drive their instruction and achieve results**. ACE utilizes summative assessments that are aligned to the CCSS and a Schedule of Assessed Standards that is aligned to the EngageNY Modules.[6] ACE teachers take time once every cycle to analyze data and create action plans to address student misunderstandings. Teachers plan with misconceptions in mind, and are checking for understanding multiple times in a class through the use of white boards, hand signals, questioning, and other strategies.

Curriculum
In order to address teachers' requests for high quality resources and materials, as well as the need to ensure that students receive a high quality educational experience in every classroom, ACE selected Engage NY as its base math curriculum.

EdReports released a study in Spring 2015 of an analysis that was completed by educators of 20

---

[6] ACE currently partners with Achievement Network to support this work. However, it may shift to utilizing the SBAC Interim Assessments when up and operational.

of the most-used curriculums in the country. Out of these 20 curricula, only 3 met the criteria for being aligned to the CCSS, one of which was the Eureka Curricula (from now on referred to as EngageNY, the free version of Eureka that is available in word documents online through the New York Department of Education). According to the summary of the results, EngageNY met all the criteria for alignment to the Common Core in grades 6 - 8: focus, coherence, and rigor. In addition to being aligned to the CCSS, the curriculum includes engaging activities, instructional strategies, and vignettes of lesson sequences that support teachers in planning. The teachers that wrote the EngageNY curriculum created videos to accompany the curriculum in order to support teachers in building their content knowledge and their ability to implement the curriculum with fidelity.

ACE selected to use EngageNY instead of Eureka, due to the fact that EngageNY provides all materials in word documents. This enables teachers to actively make note of adaptations and modification made to the curriculum, that are made to best teach ACE students effectively.

Scope and Sequence

Within the EngageNY curriculum, Grade 5 is positioned at the end of the K-5 curriculum sequence, A Story of Units, and Grades 6 - 8 are part of a sequence called, A Story of Ratios. According to the Eureka website, "Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world." According to Engage NY, "…the modules and topics in the curriculum are woven through the progressions of the CCSS. [The year-long curriculum] carefully prioritizes and sequences the standards with a deliberate emphasis on mastery of major cluster standards outlined in the CCSS. This meticulous sequencing enables students, upon completion of each module, to transfer their mathematical knowledge and understanding to new, increasingly challenging concepts." The design of EngageNY supports the 3 shifts of the CCSS: Focus, Coherence, and Rigor.

Grade level module topics and summaries, as available, are as follows below.

5th Grade
Sequence of 5th Grade Modules Aligned with the Standards
- Module 1: Place Value and Decimal Fractions
- Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
- Module 3: Addition and Subtraction of Fractions
- Module 4: Multiplication and Division of Fractions and Decimal Fractions
- Module 5: Addition and Multiplication with Volume and Area
- Module 6: Problem Solving with the Coordinate Plane

6th Grade
The key areas of focus for sixth grade mathematics are ratios and proportional reasoning and

early expressions and equations, which includes (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Sequence of 6th Grade Modules Aligned with the Standards
- Module 1: Ratios and Unit Rates
- Module 2: Arithmetic Operations Including Dividing by a Fraction
- Module 3: Rational Numbers
- Module 4: Expressions and Equations
- Module 5: Area, Surface Area, and Volume Problems
- Module 6: Statistics

7th Grade

The key area of focus for seventh grade mathematics are ratios and proportional reasoning and arithmetic of rational numbers, which includes (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Sequence of 7th Grade Modules Aligned with the Standards
- Module 1: Ratios and Proportional Relationships
- Module 2: Rational Numbers
- Module 3: Expressions and Equations
- Module 4: Percent and Proportional Relationships
- Module 5: Statistics and Probability
- Module 6: Geometry

8th Grade

The key area of focus for eighth grade mathematics is linear algebra, including (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Sequence of 8th Grade Modules Aligned with the Standards
- Module 1: Integer Exponents and Scientific Notation

Where Students Realize Their Extraordinary Potential

- Module 2: The Concept of Congruence
- Module 3: Similarity
- Module 4: Linear Equations
- Module 5: Examples of Functions from Geometry
- Module 6: Linear Functions
- Module 7: Introduction to Irrational Numbers Using Geometry

A complete Scope and Sequence is provided in **Appendix 6 - Curricular Scope and Sequence**.

All students participate in this grade-level based mathematics progression. In doing so, the Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Differentiation

Differentiation of instruction across Mathematics occurs in the following ways:

- Teachers provide tiered assignments that enable students to address standards and content at various levels of complexity
- Teachers move around the room and conference with students, with the focus of the interaction varying based on student need and ability.
- Different strategies and levels of application for various strategies are emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.
- Teachers provide small group instruction, with students flexibly grouped by ability, strength, or weakness. This enables the teacher to provide instruction that is tailored to a variety of needs and abilities. At other times, students are grouped in mixed ability groups.
- Students leverage the Dreambox online program to receive additional support at their individual instructional levels. Some students will be working with standards below grade-level, some will be at grade-level, and others will be above grade-level. The level at which students work changes as their proficiency level changes. The goal is that by the 7th and 8th grades, most students are working at or above grade-level.

Science

The science program provides grade-level, standards based instruction in physical science, earth/space science, life science and engineering based on the Next Generation Science Standards (NGSS). The science program is taught as part of a math-science block with NGSS integrated into the CCSS math curriculum for 5th grade. The Science program then transitions to being offered as a single subject course in sixth through eighth grade. The goal of the program is to ensure that by the end of eighth grade students are prepared for the Science,

Where Students Realize Their Extraordinary Potential

Technology, Engineering and Mathematics (STEM) college-ready track in high school, have the skills and knowledge to apply scientific practices to current scientific issues, both globally and locally, and ultimately have access to STEM careers.

The Science Program provides a three dimensional approach to learning the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts necessary to prepare ACE students for careers in STEM fields, including the college-ready track in high school. In this curriculum, a heavy emphasis is placed on the scientific and engineering practices as outlined by the NGSS, which emphasize the skills needed by scientists and engineers in the field. It also emphasizes Disciplinary Core Ideas to provide a foundational knowledge base and Cross Cutting Concepts to connect concepts throughout the disciplines. Students engage in high level inquiry and rigor through scientific discourse based in hands on, inquiry based curriculum. Students develop critical thinking skills based on analyzing nonfiction text as it pertains to current local and global science issues, using models to support claims and theories, and using high level discourse to provide evidence for the support of science as a process and the discovery of the engineering process.

The Science Program utilizes a combination of resources, including online simulations, hands-on, project based, high level inquiry curriculum, technology and local nonprofits to create the curriculum. As additional resources are aligned with the NGSS, ACE may purchase grade-level, standards based curriculum in the future, including, but not limited to a textbook.

Through the three dimensional approach to learning the curriculum reflects the following shifts:

- Builds on the practice of "real science"
- Emphasizes the Student Performance Expectations
- Builds coherently from grades 5 - 8
- Focuses on deeper understanding and application
- Integrates the Nature of Science in grades 5 - 8
- Prepares students for College, Career and Citizenship
- Aligns with the CCSS in ELA for Science and the CCSS in Math

The curriculum covers life science, physical science (chemistry and physics), earth space science and engineering in all four grade levels, with deepening complexity as the grade level increases in each field. The teaching of all four disciplines in every grade level allows for interconnectedness and contextual understanding.

Where Students Realize Their Extraordinary Potential

The science curriculum achieves these skills and knowledge by increasing rigor through proper scaffolding techniques, by providing hands on, student directed experiments and activities that increase scientific discourse both orally and in writing, by reading and analyzing nonfiction text with an emphasis on current global and local scientific issues, and using the engineering design process to create solutions for real life scientific issues facing students today. The science program uses writing to support literacy in science, particularly for scientific research papers and laboratory write ups.

In order to prepare for college and careers in STEM, technology is also a large component of the science curriculum. Students use computers programs such as google documents, excel programs and publisher to create graphs and data tables, write reports and write research papers. They also practice proficiency with computers by researching scientifically accurate websites, and finding the source of scientific articles to determine credibility. These computer skills are necessary for high school, college and their careers in STEM.

Assessments given to the students are both formative and summative and are diverse in nature to match the depth of the curriculum. All assessments are used to drive instruction on a daily, weekly and quarterly basis. Assessments come in the form of personal communication, exit tickets, short multiple choice quizzes, rubrics for short answers and long answers, rubrics for lab reports, rubrics for major projects, debates and engineering design challenges, and cumulative summative assessments using a variety of questioning techniques. Throughout the year, teachers also participate in department wide data talks to support the advancement of students not meeting proficiency through varied instruction and department support. The diversity of assessments allows Ace Empower Academy to adequately assess the three dimensions of learning (Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts), with a specific emphasis on the skills needed in the field and the application of knowledge and skills through critical thinking and analysis.

Differentiation
Differentiation of instruction across Science occurs in the following ways:
- Teachers present concepts in visual, kinesthetic and auditory ways for all types of learners. Visual instructional includes animations, Pictorial Input Charts, simulations and demonstrations. Kinesthetic activities include laboratory experiments, modelling with movement, creating models with recycled materials, and the engineering design process. Auditory differentiation includes peer to peer discussions, class discussions and oral presentations.
- Teachers integrate many GLAD strategies on a regular basis, including, but not limited to, Sentence Patterning Structures, Group Tasks, Pictorial Input Charts, and various

Graphic Organizers. Other strategies for engaging Emerging Bilinguals includes Gallery Walks, Graffiti Walks, Jigsaws, Expert Groups and Direct Seeing Thinking Activities.

- Teachers provide tiered assignments that enable students to address standards and content at various levels of complexity
- Teachers move around the room and conference with students, with the focus of the interaction varying based on student need and ability.
- Different strategies and levels of application for various strategies are emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.
- Teachers provide small group instruction, with students flexibly grouped by ability, strength, or weakness. This enables the teacher to provide instruction that is tailored to a variety of needs and abilities. At other times, students are grouped in mixed ability groups.

Advisory and Intervention

Each staff member has an Advisory group, and stays with that group for the duration of the school year for both the Advisory and Intervention classes. Advisory is a class where students meet with that staff member to discuss and reflect on school-wide and individual issues. Staff members have wide latitude to tailor the time to the particular needs of the students in their group. Advisory includes time for personal reflection and sharing, discussions and presentations about high school and college, as well as student comment and feedback about school issues as they arise.

Intervention is a time when students receive small group and individual supports based on need. All advisorie at a grade level meet for intervention at the same time, where the grade level advisors regroup students to work with them on specific areas for growth. Students who have been identified through the RTI process as needing additional academic support receive targeted intervention during the Intervention period. Students may also use differentiated online programs, such as Lexia, a literacy program, and Dreambox, a math program, to support their learning. Both of these programs provide students with individualized instruction that makes content accessible to all. Finally, in alignment with the Charter School's ELDS Implementation Plan, Designated ELD tailored to student proficiency level (Emerging, Expanding, Bridging) will occur during this time.

Enrichment: Building Toward Critical Thinking Skills

For graduates to go on to success in high school, college and beyond, they will need to not only have mastered key literacy and numeracy skills, but have a broader array of knowledge and skills as well. In addition, they must be strong analytical thinkers and resourceful problem-solvers. Finally, they will need to have avenues for exploring their creativity, expressing themselves, and developing a healthy lifestyle. While teachers in all these classes reinforce and further develop students' reading, writing, and computing abilities, they also put a premium on helping students acquire the independent thinking skills that will be absolutely critical to their success after they leave middle school.

To reinforce critical thinking skills throughout the academic, intervention, and enrichment program, students at ACE have various enrichment and extracurricular opportunities, subject to enrollment and budget. Enrichment classes currently offered include Physical Education and Health, Civics, and Coding.

Physical Education and Health
All students engage in a physical education and health class designed to support students in their ability to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities.

Civics
The civics course affords students the opportunity to participate in shared decision-making to positively impact the school community. Students learn the basic elements of an elected government and develop shared norms to benefit their peers and the community at large. Students have the opportunity to launch campus initiatives that embody the three core values of respect, pride, and ganas for the betterment of the school.

Coding
In order to prepare students for potential STEM college and career paths, a coding enrichment class is offered. In this course, students explore and engage in computer science as a mode of developing creativity, communication skills, and problem solving.

SERVING SPECIAL POPULATIONS OF STUDENTS

The ACE Vision

ACE's mission is to work closely with communities to build and sustain great schools where students who have been left behind by traditional schools grow personally and intellectually until they are ready to confidently choose to attend and graduate from college. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. And this optimism leads ACE to believe that even those children and families who are not only demographically underrepresented in college, but the most disengaged and disconnected students in the surrounding neighborhoods - including students with disabilities, English Language Learners, and students performing below grade level - can find a way back to a belief in themselves as learners and future college students. Every moment of teaching and learning at ACE is directed at fostering a Culture of Optimism and College-Ready Confidence in students and families. All students, regardless of their ability, can achieve at high levels given the right supports. ACE will give to ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready confident.

The ACE Mindset

ACE goes above and beyond to ensure that every student receives a rigorous, engaging education. It responds to students' needs and successes, by adjusting goals and services as necessary. It tracks progress to make sure staff always know the right services for every student, and monitors them to ensure appropriate support. It's not about "are students getting services" but "are services having an impact"? This solution orientation recognizes that serving students with special needs is a fluid process, and requires staff to constantly analyze and reflect to ensure that the right level of supports are provided for students.

While all students can learn, realizing this goal requires staff to work as a team to figure out how. Toward this end, the Charter School supports strong and effective communication between general education teachers, special educators (herein called "learning specialists"), parents, school leaders, the school's Special Education Department Head, the ACE Special Education Manager, and service providers. To maximize the impact of working as a team, everyone is contributing based on their specific role or expertise. Lines of communication are open to ensure all information about the student is relevant and up-to-date in order to make the most informed decisions. All stakeholders are clear on their roles and responsibilities so that there are strong relationships within the network.

Person-first language is used at the Charter School because students with special needs are students before they are students with disabilities. Language such as "the EL kids" or "he's SPED" are not used. Instead people-first language is used - putting the person before the disability - and eliminating old, prejudicial, and harmful descriptors. This includes the use of words like "students with learning differences," "students who are language learners," "students with IEPs," or "students with special needs."

To promote a culture of inclusivity in which all students can learn, staff talk to all students about learning differences and individuality. Students are aware of their strengths, as well as their IEP, language level, and/or disability - and they know how to advocate for themselves and ask for help when they need it. This prepares students for success in college, where they will be able to advocate for their needs based on their understanding of their learning differences.

The Response To Intervention (RTI) framework is used for providing this comprehensive support to students. This model is squarely focused on integrated services. While service to different subgroups are detailed below through individual sections in accordance with education code (following the description of RTI), services for these subgroups and all students are infused throughout the school program and day.

Response to Intervention

RTI is a multi-tier approach to the early identification and support of students with learning and behavioral needs. RTI is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students, and how to avoid referring a student to special education. Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation contributes to more meaningful identification of learning and behavioral problems and improved instructional quality, in turn providing all students with the best opportunities to succeed in school and assisting with the identification of learning disabilities and other disabilities. The Charter School recognizes that many of its students have gaps in foundational literacy, math, and socio-emotional skills that prevent them from performing at their maximum level. To this end, a multi-level prevention system is used to maximize student achievement and to reduce behavioral problems.

The Charter School uses data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge

effectiveness of the curriculum. Within this system, there is a progression of support along three levels: Tier 1, Tier 2, and Tier 3. Tier 1 is primarily excellent core classroom teaching, as well as programs already built into the Charter School schedule which are differentiated for individual student needs, such as high quality instruction provided by ACE general education teachers. Teachers use strategies and skills needed to ensure all students are successful. Tier 2 is identified at the school level, and implemented by teachers for students that need additional support in phonics, English Language Learning, and basic math skills. If needed, teacher teams may choose to refer students to the SST, which is responsible for Tier 3 interventions. As students move through the framework's specified levels of prevention, their instructional program becomes more intensive and more individualized to target their specific areas of learning or behavioral need. **Figure A-5** provides an overview of these interventions and the frequency within the student population.

Figure A-5 Response to Intervention Tiered Services

| 1–5% Intensive Specialized Interventions |
| **Tier 3** |

| 5–10% Targeted Interventions |
| **Tier 2** |

| 80–90% Schoolwide Interventions (through best practices in classrooms) |
| **Tier 1** |
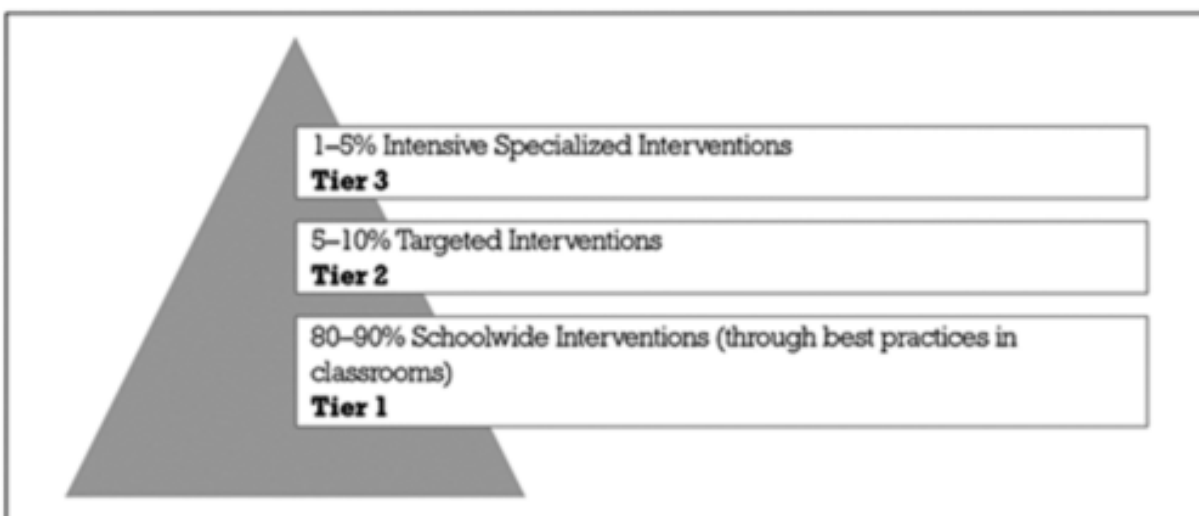
Tier	How It Works	Students	Possible Interventions
Tier 1	• High quality core curriculum and instruction • Universal screening • Individual teacher problem solving • Student progress monitoring • Identify Tier 2 students	All	• Close reading in ELA as a support to understand grade-level texts. • Vocabulary support for all students. • Use of models and manipulatives in math to conceptually understand mathematical ideas. • Discussion routines so that all students are listening and

Where Students Realize Their Extraordinary Potential

	6-8 weeks into school		speaking. • Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. • Audio of texts to struggling learners, or vocabulary word work for ELDs. • Math fluency block for all • See the rest of the instructional playbook for more ideas!
Tier 2	• General, targeted interventions created at the school level based on school-wide data • Progress monitoring • Should not exceed 6 weeks	Few, roughly 10 - 20%	• Phonics/Decoding support • ELD support (integrated and designated) • Math fluency support (students that struggle with basic facts and computation)
Tier 3	• Individualized support • SST Team problem solving • Grade level meeting (could take place during Data Day) • Advisor is the "case manager". • Assistant principal or teacher leader is the facilitator, and holds teachers accountable	<10% students per grade per year	• Functional Behavior Plan/Behavior Intervention Plan • Behavior contract • One-on-one tutoring • Small group tutoring • Language! • Counseling • Referral to alternative programs within the LEA/district • Referral to professional and/or agencies outside of the LEA/district (at cost to the LEA/district)

Tier 1: High Quality Core Curriculum and Instruction

All students are part of Tier 1 - essentially, this is the academic and behavioral support that all students receive by being in a general education classroom. Tier 1 supports are provided by the general education teacher, and includes the teacher providing a rigorous curriculum that is engaging and is aligned to the CCSS, NGSS, and CSS. Teachers check for understanding on a regular basis, and give differentiated support, as necessary. The Intervention block is used to support students who need remediation in more basic skills, as well as to support students with language development at their level. Teachers monitor the progress of all students through assessments, and provide small-group instruction or teach prerequisites when necessary, so that all students can achieve.

Tier 2: School-Based Interventions based on data (not individualized)

Leaders create interventions built into the school day that target roughly 10-20% of the student body. Students are chosen for these interventions based on school-wide data that is available, such as CELDT, SBAC, Formative Assessments (every six to eight weeks), or the Kickboard social, emotional, and behavioral data that the ACE Network tracks and makes available through ACE Family Link. Leaders make lists of students to be part of Tier 2 supports roughly 6 - 8 weeks into the school year, and progress is monitored via ongoing analysis of data at least four times a year to ensure that groupings are flexible and appropriate. Tier 2 interventions built into the school program include, but are not limited to, the following:

- Core Classroom Interventions - Teachers conduct individual and small group skill-based interventions within core classes based on formative assessments. This includes but is not limited to the use of flexible grouping, differentiated mini lessons and tiered assignments in small group instruction, differentiated homework assignments, the use of instructional materials at a variety of reading levels, and supplementary instruction and one-on-one tutoring.
- Core Classroom Accommodations - Paraprofessionals and learning specialist provide classroom based accommodations based on IEPs and 504 Plans.
- Primary and Secondary Language Supports - EL students are provided with Integrated ELD across all core classes, which integrate ELD standards into the core curriculum. Teachers provide specific vocabulary and comprehension scaffolds, as well as explicit modelling using strategies from Robert Marzano and Kate Kinsella for reading comprehension and language development.
- Intervention - Students receive additional small group skill-based interventions in the Intervention block. This includes the use of adaptive blended learning tools at their level

to support work in their current Zone of Proximal Development. Lexia is used to support language and reading development, while Dreambox is used to support mathematics.

Tier 3: Student Support Team (SST)

The purpose of the Student Support Team (SST) is to gather multiple points of data on struggling students and to analyze this data to determine why a student is struggling. The SST meets to evaluate the student's classroom performance, strengths and challenges, and prescribes an intervention to address the student's obstacle(s) to academic success. Through this process, the SST creates a comprehensive plan that includes strategies and structures for teachers and school staff to employ. Please see **Appendix 7 - Serving All Students** for a sample SST Referral Form and Plan.

SST Timeline

Members of the SST meet on a 60/30/30 timeline - that is, after the first meeting, the team meets again in 60 days, then again in 30 days, and then again in 30 days. The purpose of this schedule is to ensure that students are not being quickly pushed into special education, but rather there are clear, sustained, data-driven efforts that ensure staff are "studying" the effects of the interventions being proposed. The SST uses observation and assessment data to decide which strategies and interventions to continue, modify, and discontinue. The plan and all adjustments to it are documented.

Areas that are important to discuss and document during the SST meeting are as follows:

- Academics - Performance and results of interventions
- Developmental/medical history
- Attendance/school enrollment history
- Review of vision, hearing, speech and language screenings
- Behavior

The following are actions the SST may decide to take to support the struggling student.

- Accommodations within the general education program
- Research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem solving teams within the general education program (Response to Intervention (RTI)
- Consultation with appropriate staff
- Referral to alternative programs within the LEA/district
- Referral to professional and/or agencies outside of the LEA/district (at cost to the LEA/district)

If the SST plan is effective, the SST continues its ongoing monitoring, evaluation and adjustments. If the plan was implemented with fidelity and was not effective, the SST will consider adjusting the plan and trying again, or referring the student for a special education evaluation or to an outside resource for more specialized evaluation. The process involves a minimum of 2 meetings. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance.

If, after the team has implemented strategies with fidelity, exhausted all other possibilities, and the student is still struggling, the team may choose to refer the student to special education. This decision should come from at least 3 cycles of SST meeting.

Parents have the right to request an assessment for special education services at any time, in which case the RTI model would not apply. In the event that a parent makes a written request for a special education evaluation, the LEA/district must respond within 15 days. Should the LEA/district determine testing is merited, they would respond by sending an assessment plan and a Prior Written Notice (PWN) and Procedural Safeguards.

Members of the SST:

- All teachers who teach the referred student (in most schools, the entire grade level team)
- A learning specialist
- A counselor or social worker, if appropriate
- Either a special education lead or the Special Education Manager
- Dean of Students or Principal
- Parents and students (if appropriate)

The team tracks the progress and shares this with the Special Education Department Chair.

SST Meeting

A brief overview of the essential parts of an SST meeting are as follows.

Before the meeting:

- Referral to an SST is made based on data and progress monitoring, Referrals are typically made for students who have participated in Tier 1 and Tier 2 interventions and made little to no academic and/or behavioral progress.
- The referral form is detailed, and requires the referring team to give specific data, both quantitative and qualitative, as to why the student should be referred to SST.

- Facilitator (Dean of Students or grade-level chair, most likely) sends the agenda to the grade level team at least 2 days beforehand.

During the meeting:

- Facilitator states the objectives and the agenda for the meeting.
- Follow up on students already in SST:
    - Advisors update as to how previously referred students are doing with additional supports. Team asks if all the interventions were done with fidelity.
    - Team discusses any changes that may be made to the plan.
    - Team discusses, if interventions have not worked, what the next steps will be.
- For each new referral:
    - Teacher who referred
        - Presents all relevant data.
        - Proposes appropriate supports
    - Team discusses the proposal, and makes further suggestions
    - Team decides what the plan should be, who is responsible, and next steps
    - Areas that are important to discuss and document during the SST meeting are:
        - Developmental/medical history (this can be gathered from the parents or guardians)
        - Attendance/school enrollment history
        - Review of vision, hearing, speech and language screenings
        - Behavior
        - Academics: Performance and results of interventions
- Wrap up
    - Facilitator states when the team will meet next
    - Facilitator recaps everyone's next steps

After the meeting:

- The advisor is now the case manager for the student discussed.
- He or she calls the parent, and lets the parent know the plan to support the student, which may include continuation of Tier 2 services, referral for an IEP assessment, and/or referral for a 504 Plan.
- He or she sends a reminder to the team half-way through the next cycle to remind everyone of their commitments.
- He or she presents results of the interventions at the next meeting.

Where Students Realize Their Extraordinary Potential

ENGLISH LEARNERS

English Language Development Philosophy

The Charter School has the same goal for its EL students as it does for all of its students: by the time they graduate, they will choose to attend a two- or four-year college and ultimately graduate from a four-year college or university.

A significant segment of the school's student body are students who are English Learners (ELs). In the 2016-2017 academic year, for example, 67% of the student body was classified as English Learners. This necessitates that the school provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. The school is currently in the process of aligning its practices to the new California ELD standards, in alignment with California Department of Education's Implementation Plan and with training provided by the Santa Clara County Office of Education. This explicitly includes adoption of research-based techniques in both integrated and designated settings that have been proven to be successful at providing students who are ELs access to rigorous content and instruction while simultaneously developing English language skills. In addition, the school places significant emphasis on bridging the school-home gap with families whose first language is not English. The Implementation Plan is detailed in **Figure A-6**.

Figure A-6 Implementation Plan

Year	Steps
2016-17 (Baseline)	● Provide professional development to promote awareness of and familiarity with the CA ELD Standards, aligned to the CA CCSS for ELA/Literacy
2017-18 (Current Year)	● Provide professional development in Integrated ELD, with a focus on utilizing collaborative interactions, interpretive language, and productive language ● Implement strategies in instruction, with continued coaching to support implementation

2018-19	• Provide professional development in Integrated ELD, with a focus on developing language objectives that address core vocabulary and forms and functions of language • Provide professional development in Designated ELD, with a focus on differentiation of language objectives based on student proficiency level of emerging, expanding, or bridging (also applicable to Integrated ELD) • Implement use of differentiated language objectives in instruction, with continued coaching to support implementation
2019-20	• Provide professional development in the use of observation protocols and other assessments of English language proficiency, to develop data-informed Integrated and Designated ELD • Implement use of observation protocols and other assessments in instruction, with continued coaching to support implementation
2020-21	• Incorporate data streams into Growth Cycle analysis, to evaluate program and inform continued development and improvement
2021-22	• Incorporate data streams into Growth Cycle analysis, to evaluate program and inform continued development and improvement

The Charter School will meet all applicable legal requirements for students who are ELsEnglish Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The program for serving students who are ELs is outlined below and addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with students who are ELs.

Identification, Designation & Notification

As required by Education Code Section 52164.1, the Charter School will determine the Home Language of each student upon enrollment through the administration of a Home Language

Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of first enrollment or within 60 calendar days prior to first enrollment, but not before July 1, the Charter School will assess the English proficiency of all students whose primary home language may not be English as determined by the Home Language Survey and other indicators, including teacher observation and informal/formal assessment. The English Language Proficiency Assessment for California (ELPAC) will be used to assess English Language Proficiency (ELP), as it is expected to be fully operational in 2018-19. The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. The Charter School will notify families of the school's responsibility to conduct an annual assessment for English Language proficiency.

Upon completion of initial scoring, students will be designated as either Initially Fluent English Proficient (I-FEP) or English Learner (EL) using the guidelines in **Figure A-7** based on the ELPAC as the tool for assessment for English Language proficiency.[7] Should the State of California adjust its recommendations for initial classification of EL and I-FEP after completing the field test of the ELPAC Initial Assessment in 2017-18, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure A-7 Designation Criteria

Grade	English Learner (EL)	Initial Fluent-English Proficient (IFEP)
5th - 8th	Overall ELPAC Proficiency Level is level 1 through 3	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and 4

---

[7] Designation criteria based on current State of California Board of Education guidelines as detailed at http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp. These recommendations will be reconsidered by the SBE upon adoption of the specific threshold scores, following completion of the ELPAC Initial Assessment Field Test in 2017-18.

The administration will notify families their child's ELPAC results and initial language designation within 30 days of completion of these results, as well as how the Charter School will meet the child's identified language needs and ensure he/she moves forward on the learning continuum in core content areas as well as language proficiency. In addition, the Charter School will host an annual information session for families to build understanding of what the assessment is and what it means for their child, to review results in detail, and to discuss ways in which the school and family can partner to support their child's English language development. Please see **Appendix 7 - Serving All Students** for sample letters regarding Notification and Reclassification that are sent to families. The Charter School will report the number of EL students attending the school to the county and the state.

In addition, the Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

~~Home Language Survey~~

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

~~CELDT Testing~~

~~All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment[8] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.~~

~~The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.~~

Ongoing Assessment, Monitoring, and Reclassification Procedures

The Charter School will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. Reclassification

---

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

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC~~CELDT~~.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

The Reclassification procedure is detailed in as detailed in **Figure A-8**.[9] Should the State of California Board of Education change its recommendations for reclassification as it completes transition to the ELPAC, the Charter School will adopt the state recommendations and this change will not be considered a material change of the charter.

---

[9] Reclassification criteria based on current State of California Board of Education guidelines as detailed at http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp. These recommendations will be reconsidered by the SBE upon adoption of the specific threshold scores.

Figure A-8 - Reclassification Criteria

Grade	CELDT	Other
5th - 8th	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and 4	Teacher Observation Classroom and Benchmark Assessments SBAC in ELA, as applicable Teacher and Parent Consultation

The Charter School will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge - including students who are English Learners - are identified for differentiated instructional, acceleration, and/or support services. In addition, the Charter School will monitor the academic progress of reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

Strategies for Students Who Are ELs ~~English Learner~~ Instruction and Intervention

Given that over 50% of the school's population is students who are ELs, the school's program is explicitly designed to ~~Based on the District's student population, it is anticipated that a significant segment of the school's student body will be ELs. This will necessitate that the school~~ provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment.

The overall model for English Language Development (ELD) at the~~ACE~~ Charter School will be the inclusion model of ELD. Students who are ELs will be enrolled and participate in a regular course of study along with all other students. ELs are held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. All courses will be taught in English.

The Charter School has adopted the new California ELD Standards, which focus on English Learners interacting in meaningful ways with the content as well as learning about how English works. The state has provided an implementation guide, as well as supplemental information on how to implement the ELD standards in tandem with the CCSS and NGSS. This initial plan was provided in **Figure A-6** above. Designing an effective program for students who are ELs aligned to these new standards shall be overseen by the Principal. The EL program design will ensure that all students have access to grade level content and receive the appropriate scaffolds up to grade level rigor. Furthermore, it will include both Integrated ELD and Designated ELD. Teachers will be involved in program development, and families shall be

Where Students Realize Their Extraordinary Potential

informed of the plan and provided opportunities for feedback through existing parent leadership structures.   The Charter School will further develop the implementation plan provided in **Figure A-6** to include:

- A comprehensive program of staff development
- Identification of additional best practices for use in the classroom
- Determination of additional data points to measure progress
- Plan to differentiate academic support for students based on proficiency level descriptors
- Plan for continued family involvement in student learning

Alignment of Standards and Strategies

As the standards are intended to help English Learners learn English in the context of disciplines and grade level content, **Figure A-9** outlines 5th - 8th grade level standards and identifies some of the strategies the Charter School may use with its students who are ELs. As the Charter School continues to build its understanding of the Common Core, Next Generation Science, and the new California ELD standards, the strategies will continue to expand so that students who are ELs are best served, and that their learning of English is embedded with the learning of grade level content.

Figure A-9 ELD Standards Alignment

5th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies

I: Interacting in Meaningful Ways
A: Collaborative
  1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
  2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
  3. Offering and supporting opinions and negotiating with others in
	SL.5.1, 6; L.5.1, 3, 6
	W.5.6; L.5.1, 3, 6
	SL.5.1, 6; L.5.1, 3, 6
	W.5.4–5; SL.5.1, 6;
	L.5.1, 3, 6
		• TPS- Think, Pair, Share w/ peers
		• Journal writing
		• Responding to thought questions on-line
		• Group discussion

communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)		
I: Interacting in Meaningful Ways B: Interpretive 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 3. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area 4. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	SL.5.1–3; L.5.3 RL.5.1–7, 9–10; RI.5.1–7, 9–10; SL.5.2–3; L.5.3, 4, 6 RL.5.3–4, 6; RI.5.2, 6, 8; SL.5.3; L.5.3–6 RL.5.4—5; RI.5.4–5; SL.5.3; L.5.3–6	• Close reading • Learning from video clips • Text analysis
I: Interacting in Meaningful Ways C: Productive 1. Expressing information and ideas in formal oral presentations on academic topics 2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 3. Supporting own opinions and evaluating others' opinions in speaking and writing 4. Selecting and applying varied and precise vocabulary and language	SL.5.4–6; L.5.1, 3, 6 W.5.1–10; L.5.1–3, 6 W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6 W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6	• Oral presentations • Being the "expert" to teach the class • Learning about synonyms, antonyms

structures to effectively convey ideas		

II: Learning About How English Works
A: Structuring Cohesive Texts
   1. Understanding text structure
   2. Understanding cohesion
	RL.5.5; RI.5.5; W.5.1–5; SL.5.4 RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1, 3	• Engaging with various types of text

II: Learning About How English Works
B: Expanding and Enriching Ideas
   1. Using verbs and verb phrases
   2. Using nouns and noun phrases
   3. Modifying to add details
	W.5.5; SL.5.6; L.5.1, 3, 6
	W.5.5; SL.5.6; L.5.1, 3, 6
	W.5.5; SL.5.4, 6; L.5.1, 3, 6
		• Using Write Tools strategies
		• Going through the writing process

II: Learning About How English Works
C: Connecting and Condensing Ideas
   1. Connecting ideas
   2. Condensing ideas
	W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6 W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6	• Making connections while reading various types of texts

III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	• Reading and analyzing texts together
6th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies

I: Interacting in Meaningful Ways
A: Collaborative
   1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
   2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
   3. Offering and supporting opinions and negotiating with others in
	SL.6.1, 6; L.6.3, 6
	W.6.6; WHST.6.6; SL.6.2; L.6.3, 6 W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6
	W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6
		• TPS- Think, Pair, Share w/ peers
		• Journal writing
		• Responding to thought questions on-line
		• Group discussion

communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)		
I: Interacting in Meaningful Ways B: Interpretive 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 3. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 4. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	SL.6.1, 3, 6; L.6.1, 3, 6 RL.6.1–7, 9–10; RI.6.1–10; RH.6.1–10; RST.6.1–10; SL.6.2; L.6.1, 3, 6 RL.6.4–5; RI.6.4, 6, 8; RH.6.4–6, 8; RST.6.4–6, 8; SL.6.3; L.6.3, 5–6 RL.6.4–5; RI.6.4–5; RH.6.4–5; RST.6.4–5; SL.6.3; L.6.3, 5–6	• Close reading • Learning from video clips • Text analysis
I: Interacting in Meaningful Ways C: Productive 1. Expressing information and ideas in formal oral presentations on academic topics 2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 3. Justifying own arguments and evaluating others' arguments in writing 4. Selecting and applying varied and precise vocabulary and language	SL.6.4–6; L.6.1, 3 W.6.1–10; WHST.6.1–2, 4–10; L.6.1–6 W.6.1, 8–9; WHST.6.1, 8–9; L.6.13, 6 W.6.4–5; WHST.6.4–5; SL.6.4, 6; L.6.1, 3, 5–6	• Oral presentations • Being the "expert" to teach the class • Learning about synonyms, antonyms

structures to effectively convey ideas		

II: Learning About How English Works
A: Structuring Cohesive Texts
   1.   Understanding text structure
   2.   Understanding cohesion
	RL.6.5; RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5, 10; SL.6.4
	RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5, 10; L.6.1, 3–6
		• Engaging with various types of text

II: Learning About How English Works
B: Expanding and Enriching Ideas
   1.   Using verbs and verb phrases
   2.   Using nouns and noun phrases
   3.   Modifying to add details
	W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6
	W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6
	W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3–6
		• Using Write Tools strategies
		• Going through the writing process

II: Learning About How English Works
C: Connecting and Condensing Ideas
   1.   Connecting ideas
   2.   Condensing ideas
	W.6.1–5; WHST.6.1–2, 4–5; SL.6.4, 6; L.6.1, 3–6
	W.6.1–5; WHST.6.1–2, 4-5; SL.6.4, 6; L.6.1, 3–6
		• Making connections while reading various types of texts

III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	• Reading and analyzing texts together

7th Grade

Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies

I: Interacting in Meaningful Ways
A: Collaborative
   1.   Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
   2.   Interacting with others in written English in various communicative
	SL.7.1, 6; L.7.3, 6
	W.7.6; WHST.7.6; SL.7.2; L.7.3, 6 W.7.1; WHST.7.1; SL.7.1, 4, 6; L.7.3, 6
	W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3, 6
		• TPS- Think, Pair, Share w/ peers
		• Journal writing
		• Responding to thought questions on-line
		• Group discussion

forms (print, communicative technology, and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)		

I: Interacting in Meaningful Ways
B: Interpretive
   1. Listening actively to spoken English in a range of social and academic contexts
   2. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
   3. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
   4. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	SL.7.1, 3, 6; L.7.1, 3, 6 RL.7.1–7, 9–10; RI.7.1–10; RH.7.1–10; RST.7.1–10; SL.7.2; L.7.1, 3, 6 RL.7.4–5; RI.7.4, 6, 8; RH.7.4–6, 8; RST.7.4–6, 8; SL.7.3; L.7.3, 5–6 RL.7.4–5; RI.7.4–5; RH.7.4–5; RST.7.4–5; SL.7.3; L.7.3, 5–6	• Close reading
		• Learning from video clips
		• Text analysis

I: Interacting in Meaningful Ways
C: Productive
   1. Expressing information and ideas in formal oral presentations on academic topics
   2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	SL.7.4–6; L.7.1, 3 W.7.1–10; WHST.7.1–2,4–10; L.7.1–6 W.7.1, 8–9; WHST.7.1,8–9; L.7.1–3, 6 W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1,3, 5–6	• Oral presentations
		• Being the "expert" to teach the class
		• Learning about synonyms, antonyms

Where Students Realize Their Extraordinary Potential

3. Justifying own arguments and evaluating others' arguments in writing 4. Selecting and applying varied and precise vocabulary and language resources to effectively convey ideas		

II: Learning About How English Works
A: Structuring Cohesive Texts
   1. Understanding text structure
   2. Understanding cohesion
	RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1–5, 10; WHST.7.1-2, 4–5,10; SL.7.4
	RI.7.5; RH.7.5; RST.7.5; W.7.1–5,10; WHST.7.1–2, 4–5, 10; L.7.1, 3–6
		● Engaging with various types of text

II: Learning About How English Works
B: Expanding and Enriching Ideas
   1. Using verbs and verb phrases
   2. Using nouns and noun phrases
   3. Modifying to add details
	W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6
	W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6
	W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3–6
		● Using Write Tools strategies
		● Going through the writing process

II: Learning About How English Works
C: Connecting and Condensing Ideas
   1. Connecting ideas
   2. Condensing ideas
	W.7.1–5; WHST.7.1–2, 4-5; SL.7.4, 6; L.7.1, 3–6
	W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6
		● Making connections while reading various types of texts

III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	● Reading and analyzing texts together
8th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
I: Interacting in Meaningful Ways A: Collaborative 1. Exchanging information and ideas	SL.8.1, 6; L.8.3, 6 W.8.6; WHST.8.6; SL.8.2; L.8.3, 6	● TPS- Think, Pair, Share w/ peers ● Journal writing

Where Students Realize Their Extraordinary Potential

with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6 W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6 W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6	• Responding to thought questions on-line • Group discussion
I: Interacting in Meaningful Ways B: Interpretive 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 3. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 4. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	SL.8.1, 3, 6; L.8.1, 3, 6 RL.8.1–7,9–10; RI.8.1–10; RH.8.1–10; RST.8.1–10; SL.8.2; L.8.1, 3, 6 RL.8.4–5; RI.8.4, 6, 8; RH.8.4–6, 8; RST.8.4–6, 8; SL.8.3; L.8.3, 5–6 RL.8.4–5; RI.8.4–5; RH.8.4–5; RST.8.4–5; SL.8.3; L.8.3, 5–6	• Close reading • Learning from video clips • Text analysis
I: Interacting in Meaningful Ways C: Productive	SL.8.4–6; L.8.1, 3 W.8.1–10; WHST.8.1–	• Oral presentations • Being the "expert" to

1. Expressing information and ideas in formal oral presentations on academic topics 2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 3. Justifying own arguments and evaluating others' arguments in writing 4. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	2, 4–10; L.8.1–6 W.8.1, 8–9; WHST.8.1, 8–9; L.8.1–3, 6 W.8.4–5; WHST.8.4–5; SL.8.4, 6; L.8.1, 3, 5–6	teach the class • Learning about synonyms, antonyms

II: Learning About How English Works
A: Structuring Cohesive Texts
   1. Understanding text structure
   2. Understanding cohesion
	RL.8.5; RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5, 10; SL.8.4
	RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5,10; L.8.1, 3–6
		• Engaging with various types of text

II: Learning About How English Works
B: Expanding and Enriching Ideas
   1. Using verbs and verb phrases
   2. Using nouns and noun phrases
   3. Modifying to add details
	W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6
	W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6
	W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3–6
		• Using Write Tools strategies
		
		• Going through the writing process

II: Learning About How English Works
C: Connecting and Condensing Ideas
   1. Connecting ideas
   2. Condensing ideas
	W.8.1–5; WHST.8.1–2, 4–5; SL.8. 4, 6; L.8.1, 3–6
	W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6
		• Making connections while reading various types of texts

III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	• Reading and analyzing texts together

Where Students Realize Their Extraordinary Potential

~~All courses at the school will employ instructional techniques that have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school home gap with families whose first language is not English. For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction and practice provided by intensive one-on-one tutoring as well as web-based courses. The Charter School's small size enables greater personalization of instruction and improved identification of special needs, allowing for earlier intervention.~~

ELAC

For as long as there are more than 21 students who are ELLs in attendance, as is expected to continue, the Charter School will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for students who are ELs, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

The Charter School will meet all requirements for the composition, election, and training of the ELAC as set forth in California Ed Code 35147(c), 52176 (b), 52176(c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308(b), (c), and (d).

Teacher Qualifications and Professional Development

The Charter School is committed to hiring an instructional staff that can meet the needs of all students, including students who are English Learners. As such, all core teachers at the Charter School will meet requirements of the Elementary and Secondary Education Act (ESEA) and will be authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification.

The Charter School will support all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development will be provided to all administrators and teachers, both core and non-core, on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development will be provided on site for core and non-core teachers in these programs and strategies, as well as through ongoing coaching.

Monitoring and Evaluation of Program Effectiveness

Where Students Realize Their Extraordinary Potential

Ultimately, the Charter School will monitor and evaluate the effectiveness of the program by carefully monitoring and evaluating the performance of the students it serves. For students who are ELs, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school will also carefully track EL student progress toward fluency in English. Key assessments in measuring the progress of English Learners include the Smarter Balanced Assessment Consortium (SBAC); the ELPAC; CCSS Aligned Interim Assessments; the internal Writing Assessment; and the Charter School Data Dashboard.

The results from all the above assessments are used in the Response to Intervention (RTI) process to track student achievement. Teachers analyze these results, along with student behavioral data, every cycle to determine what re-teaching is necessary and to identify which students require targeted intervention. For students who are ELs, this explicitly includes looking at their language needs in alignment with their language level.

For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided through afterschool tutoring and targeted intervention. The Charter School's small size and individualized instructional approach enables greater personalization of instruction and improved identification of language needs, allowing for Integrated ELD supports and scaffolds as well as Designated ELD based on language level and need.

The progress of ELs is measured by teacher-developed benchmark tests, on-line adaptive assessments, CELDT scores, and CST's. Every cycle (5-6 weeks) this data is analyzed and used to schedule students into intervention classes that will support them with the development of English through breakout groups in core classes, small tutoring groups in the afternoon, and on-line learning opportunities in the Learning Lab.

Teachers and tutors also regularly conduct an informal reading inventory (IRI), which is an authentic standards-based assessment composed of a series of reading passages that begin at pre-primer level and progressively become more difficult. As a reader progresses from easier passages to more difficult ones, the examiner records, analyzes, and summarizes data that reflect the reader's application or default of standards and indicators of reading competency: prior knowledge/prediction, word recognition, fluency, and comprehension.

In order to ensure the effective implementation of best practices, the Charter School's instructional leaders (Principal, Assistant Principal and lead teachers) continue to observe classes and provide feedback on a weekly basis to ensure that instruction is clear and that

students are mastering the skills and concepts. Teachers analyze their benchmark results every cycle and identify groups of students that did not master some of the standards due to a common misconception. Teachers then complete a benchmark analysis sheet in which they describe the interventions and strategies they will use to address the needs of our English Language Learners that did not meet the standards and need additional small group or individual support.

These strategies include working with students in small groups during guided practice, providing visual aids and realia, as well as extended language support with small groups during the extended day or Saturday school. This work of the teachers and tutors with students is supplemented by web based courses which help students increase reading fluency and give students reading material (along with comprehension and vocabulary questions) that is at their zone of proximal development in reading.

In addition, the Charter School places significant emphasis on bridging the school home gap with families whose first language is not English. This will happen through family meetings as well as home visits conducted by school staff.

Monitoring and Evaluation of Program Effectiveness
In addition to student level data, tThe evaluation for the program effectiveness for students who are ELs in the Charter School will include:

- Adheringence to the Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of parental program choice options
- Monitoring of availability of adequate resources
- Gathering of qualitative data from students, parents, and teachers during the LCAP process, to gauge its effectiveness at providing instruction to students who are ELs.

As the Charter School continues to align its work to the new Common Core, ELD, and Next Generation Science standards the school will continue to refine and improve its measurement systems to monitor program effectiveness.

Where Students Realize Their Extraordinary Potential

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING OR HIGH-ACHIEVING

Schoolwide Differentiation Strategies

To ensure that all students can achieve the ACE's motto of "realizing their extraordinary potential," the Charter School has a schoolwide program of differentiation that ensures that every child, ranging from those far below grade level to those who are ready to engage with above-grade level curricula, are given learning opportunities and support appropriate to their needs and interests. ~~The following is a table which~~ **Figure A-10** summarizes the differentiation strategies implemented across~~in~~ the academic program:

Figure A-10 Differentiation Strategies

Course/Activity	Differentiation ~~Strategiesfor Low Achievers~~
English-Language Arts/ History-Social Science	● Flexible grouping ● Differentiated mini lessons and t~~T~~iered assignments in small~~guided~~ group instruction ● Differentiated homework assignments ● Use of instructional materials at a variety of reading levels ● Supplementary instruction and one-on-one tutoring ● Embedding of ELD standards into daily instruction ● Differentiated materials (by reading level) in the History curriculum, including Advanced Placement-style "Document-Based Questions" ● Flexible groupings in response to current benchmark results during Intervention
Science	● Flexible grouping ● Tiered assignments in guided groups ● Differentiated homework assignments ● Use of instructional materials at a variety of reading levels ● Supplementary instruction and one-on-one tutoring ● Embedding of ELD standards into daily instruction ● Hands-on labs and experiments ● Inquiry-based projects in response to open-ended questions

Where Students Realize Their Extraordinary Potential

	• Collaborative group presentations with defined role
Math	• Flexible grouping • Tiered assignments in guided groups • Differentiated homework assignments • Use of instructional materials at variety of reading levels • Supplementary instruction and one-on-one tutoring • Embedding of ELD standards into daily instruction • ~~Intervention class with f~~Flexible grouping~~s~~ in response to current benchmark results during Intervention
Integrated Blended Learning Supports	• Lexia on-line provides reading material and attendant assessments at student's real-time achievement level • Dreambox provides on-line, adaptive curricula ranging from basic arithmetic standards to advanced Algebra concepts; adaptive program ensures students are doing work at real-time achievement level

Plan for Academically Low-Achieving Students

The~~ACE~~ Charter School~~s~~ was founded and exists to serve students who have been traditionally underserved and who are statistically unlikely to have success in college. It is therefore likely that some of the Charter School's students will enter the school academically low-achieving. The Charter School will utilize the strategies as detailed under "Response to Intervention" and "Schoolwide Differentiation Strategies" above to serve these students and propel them to academic proficiency and high school and college readiness ~~have been described in the previous sections of this Part, and individualized plans for students will be recorded on the Personalized Learning Plan~~.

Low-achieving students will be identified on the basis of SBAC~~CST~~ scores as well as their results on internal diagnostic and placement exams. Any of the following criteria alone or in combination may be used to categorize a student as low-achieving:

- Scoring more than one grade below grade level on internal diagnostics or placement exams
- Scoring Not Meeting~~Below Basic or Far Below Basic~~ on the SBAC~~California Standards Tests~~

Where Students Realize Their Extraordinary Potential

- Earning one or more grades of F in a marking period

All sStudents identified as low achieving will participate in the Response to Intervention (RTI) Personalized Learning Plan (PLP) process, and those who are identified as low achieving will likely be scheduled for an individualized learning supports within the core classroom instruction, as well as the Intervention blockclass and/or extended intervention support classes.

Low-achieving students receive this support through the school's extended day, week, and school year. To ensure that all students have ample opportunity for guided practice, individualized coaching, and additional instruction, the school learning time is significantly extended to allow for the implementation of several programs targeted at the needs of low-achieving students. The school's extended learning time takes shape in the following ways:

Differentiated Supports
Afternoon Tutoring/Learning Lab
where sStudents receive individual guided practice and remedial coaching through work with core classroom teachers, after school tutors, as well as computer-based learningcourses. All supports areThe afternoon time is explicitly designed to respond to student achievement data and target student areas of difficulty. Students arewill also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work.

Students are grouped for interventionsplaced in Tutoring or the Learning lab after each 6 - 8 -week data cycle. After compiling benchmark data results, school staff:

- Identifies aAreas of need are identified
- Identifies sStudents who mastered/have not mastered assessed standards are identified
- Students who have not mastered the content are placed in the appropriate intervention groupings in the core classroom and Intervention blockcourse
- Course curriculum is designed to meetgiven individual student need and; shared acrosswith afternoon teaching tutoring staff,; allowings for personalized intervention curriculum
- Student growth is measured throughout 6 - 8 -week cycle using formative assessments
- At end of 6 - 8 -week cycle, summative assessments are administered covering areas of need; when students demonstrate mastery of content, they moved into next phase of intervention or enrichment course; if the student does not demonstrate mastery of content standards assessed, data is re-analyzed to determine appropriate next steps for intervention

Where Students Realize Their Extraordinary Potential

<u>Third-Party After-School Programming</u>

The Charter School also partners with an~~such~~ extended day program provider~~s as After School All Stars, the City of San Jose, Boys and Girls Club, etc.~~ to provide students who need homework support the chance to have dedicated daily Homework Tutorial time with trained staff, as well as daily activities such as athletics, art, or other enrichment activities. Approximately 100 students currently participate in the after school program.

Plan for Academically High-Achieving Students

The~~ACE~~ Charter ~~School Middle~~ School's mission is to prepare underserved students to succeed in college. As described above, the Charter School anticipates it will receive students with a wide variety of educational needs, and has developed a standards-based program with ample opportunities for differentiation to meet the needs of every student.

High-achieving students will be identified on the basis of SBAC~~CST~~ scores as well as their results on internal diagnostic and placement exams. Any of the following criteria alone or in combination may be used to categorize a student as high-achieving:

- Scoring more than one grade above current grade on internal diagnostics or placement exams
- Entering the Charter School as meeting or exceeding on the SBAC~~proficient or advanced on the California Standards Tests~~
- Consistently earning A's in the majority of their classes

Academically high-achieving students benefit, as do all students, from the Charter School's challenging course work. Examples include Literature Circles where they read and discuss texts at their independent reading level in English-Language Arts, Advanced Placement-style Document-Based Questions and rich primary source materials~~ based *History Alive!*~~ in History, ~~Algebra for all in 8th grade,~~ as well as a daily inquiry-based Math and Science class with an emphasis on developing analytical and critical thinking skills. These courses are complemented by a rich array of on-line learning opportunities which provide students with course work precisely gauged to their ability level. ~~In addition, the Charter School offers compelling electives such as Aztec Dance, Community Service, Yearbook, sports teams, a girls-only Engineering class, where academically high-achieving students can pursue their interests and passions.~~

<u>STUDENTS WITH SPECIAL NEEDS</u>

<u>~~OVERVIEW REGARDING SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES~~</u>

Where Students Realize Their Extraordinary Potential

The Charter School recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Authorizer and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of ~~and~~ the Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with the Authorizer and SELPA guidelines and all California laws pertaining to students with disabilities.

SELPA Affiliation

~~COMPLIANCE WITH THE IDEA~~

The Charter School intends~~plans~~ to continue operating~~e~~ as a local educational agency ("LEA") and a member of the El Dorado County Charter School Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). The Charter School shall provide the District with written, verifiable assurances of its membership in the SELPA prior to commencement of operations or as otherwise agreed upon with the District.

The Charter School will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

The Charter School will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. The Charter School agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

The Charter School retains its right to operate as a public school of the Authorizer for purposes of special education, pursuant to Education Code Section 47641(b). Should the Charter School exercise this right, the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the Authorizer. The language that follows is not meant to preclude alternative arrangements between the Authorizer and the Charter School as agreed upon in the MOU.~~It is also worth noting that ACE's existing middle school and high school are members of the SELPA in good standing. Special education services will be provided through a combination of internal staffing and contracts~~

~~with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs.~~

~~The Charter School intends to provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will adopt its own policies and procedures which will align with SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. The Charter School agrees to promptly respond to all SELPA inquiries, and to comply with SELPA directives.~~

~~As an LEA pursuant to Education Code Section 47641(a), the Charter School is solely responsible for the identification, assessment, development of IEPs, and IEP implementation of special education students enrolled in the Charter School in accordance with State and Federal law and the local SELPA plan and/or policies and procedures. All students in the Charter School shall be instructed in a safe environment. The Charter School shall receive State and Federal special education funds in accordance with the applicable SELPA fiscal allocation plan. The Charter School shall be solely responsible for all costs above and State and Federal special education funding.~~

Child Find

The Charter School understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

The Charter School will implement a multi-tiered instructional and support framework, often referred to as Response to Intervention (RTI), prior to referring a child for an evaluation under IDEA. However, The Charter School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or The Charter School staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

As an independent LEA for special education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. The Charter School shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

~~Staffing~~

~~All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in in-service training relating to special education by the Charter School and/or the SELPA.~~

~~The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.~~

Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School's internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

As an independent LEA for special education purposes, in the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within 15 days.

If the Charter School concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

~~Response to Requests~~

Where Students Realize Their Extraordinary Potential

The Charter School shall promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will adopt and implement policies and procedures to align with SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by the Charter School for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow child find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

As an LEA for special education, the Charter School shall be solely responsible for conducting special education assessments deemed necessary and appropriate by The Charter School. The Principal or Principal Designee will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

The Charter School will follow the following assessment guidelines. If a conflict with SELPA

Where Students Realize Their Extraordinary Potential

policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall work to obtain parent/guardian consent to assess Charter School students when it suspects the student may have a qualifying disability under the IDEA.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

As an LEA for special education, the Charter School shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- The Principal or Principal Designee
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA Special Education Representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional

Where Students Realize Their Extraordinary Potential

performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- 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 and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

IEP meetings will be 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 (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

IEP Review

The IEP team will formally review the 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.

As an LEA for special education, the Charter School shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) 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 will be an attachment to the general progress report. This will serve 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.

If a parent/guardian 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 Charter School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

Where Students Realize Their Extraordinary Potential

~~The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the IEP Team's exclusively. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.~~

~~**IEP Implementation**~~
~~The Charter School shall be solely responsible for implementation of IEPs and supervision of services. The Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non special education students, whichever is more. The Charter School shall also provide all home school coordination and information. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.~~

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, the Charter School will offer a comprehensive inclusion program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction as part of the workshop model, and within the specially designed flex block that provides daily intervention, extension, enrichment and personalized learning opportunities to students based on need. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, the Charter School will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

As an independent LEA for special education purposes, the Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide

services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP.

For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, in accordance with federal and state law.

~~For students who enroll during the school year in the Charter School from another school district outside of the SELPA with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.~~

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Reporting

The Charter School, in collaboration with the Authorizer or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

Where Students Realize Their Extraordinary Potential

- 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 Statewide 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
- The basis of exit from the Charter School 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 will be the responsibility of the Charter School Principal or Principal Designee. The Principal Designee will ensure 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 Principal Designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

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

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Charter School will utilize the Notice of Procedural Safeguards used by the Authorizer or SELPA in which it is a member.

As an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. The Charter School work to arrange a meeting with the parents/guardians 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.

Dispute Resolution

As an LEA for special education purposes, the Charter School acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the charter school. The Charter School may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the Authorizer and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

~~Parent/Guardian Concerns and Complaints~~

~~The Charter School shall adopt policies and procedures in alignment with SELPA policies as they apply to responding to parental concerns or complaints related to special education services.~~

~~The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.~~

~~The Charter School shall timely schedule meetings with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. The Charter School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.~~

~~Due Process Hearing~~

~~The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. In the event that the Charter School determines that legal representation is needed, it shall select appropriate legal counsel and shall be responsible for all costs thereof.~~

SELPA Representation

The Charter School shall represent itself at all SELPA meetings. The Charter School shall provide the SELPA with a copy of the original charter petition and any amendments. The Charter School shall be responsible for any legal fees related to the application and assurances process.

Excess Costs

The Charter School shall be responsible for all costs above and beyond the State and Federal special education programs for ensuring a legally compliant special education program.

Staffing

As an LEA for special education purposes, the Charter School will assume responsibility for special education staffing and service delivery. The Charter School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of the Charter School to employ at least one full time teacher with a valid Special Education Credential at the school site. This teacher, along with the Principal of the Charter School, are the primary Charter School representatives tasked with ensuring that all aspects of the IEP and any possible 504 plans are properly implemented.

The Charter School also receives services from the ACE Special Education Manager at the central office, who works with the Special Education teacher to ensure the following are completed:

- Ensure that all aspects of the IEP are followed
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP

- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at the Charter School are involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

The Charter School administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, which may include training sponsored by the the Authorizer and/or SELPA.

As an independent LEA for special education, the Charter School shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Director or Designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information 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 have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be

reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

LCFF COMPLIANCE (LCAP)

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

In accordance with SB 1290, the Charter School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

The Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with

teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

The Charter School's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows in **Figure A-11**. The complete LCAP table with these annual goals and measures, as well as actions, are detailed in **Element B** of this charter.

Figure A-11 LCAP Goals and Measures

STRATEGY 1: Promote and Instill a Culture of Optimism	
Goal 1: ACE will attract and retain students who have been served poorly by the traditional system.	
Measures	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • Less than 5% of students leave due to dissatisfaction • Suspension rate is 8% or less • Expulsion rate rate lower than closest district school	This work is aligned to the following State Priorities: 5. Student Engagement 6. School Climate
Goal 2: School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning.	
Measures	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • Proficiency in Culture Audit from Growth Cycles (70% or higher) • 90% or more of students rate culture effective • 90% or more of families rate culture effective • 90% or more of staff rate culture effective	This work is aligned to the following State Priorities: 5. Student Engagement 6. School Climate 8. Student Outcomes
Goal 3: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.	
Measures	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • 95% student attendance rate	This work is aligned to the following State Priorities: 3. Parental Involvement

Where Students Realize Their Extraordinary Potential

• Less than 10% chronic truancy rate • 90% or more of students are confident they will be ready for college • 90% or more of families are confident their student(s) will be ready for college • 90% or more of staff are confident their students will be ready for college	5. Student Engagement 6. School Climate 8. Student Outcomes

STRATEGY 2: Build Students' College-Ready Confidence

Goal 4: Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.

Measures	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • Proficiency in College Ready Confidence from Growth Cycles (70% or above)	This work is aligned to the following State Priorities: 1. Quality Teachers, Curriculum, and Facilities 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement

Goal 5: Previously low-achieving students make expected rapid academic growth.

Measures	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • 85% of students are making high growth or are high achieving in ELA as measured by NWEA • 85% of students are making high growth or are high achieving in Math as measured by NWEA • 75% of English Language Learners make annual progress in English fluency as measured by ELPAC	This work is aligned to the following State Priorities: 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement

Goal 6: Students prepare for college by attaining proficiency in challenging, standards-based course work.

Measures	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • 80% of students will be level 3 or 4 in ELA, as measured by the SBAC • 80% of students will be level 3 or 4 in Math, as measured by the SBAC • Percent of 8th and 11th grade students who are level 3 or 4 in ELA will be higher than closest district school, as measured by the SBAC • Percent of 8th and 11th grade students who are level 3 or 4 in Math will be higher than closest district school, as measured by the SBAC • 90% of students graduate eligible to attend UC/CSU	This work is aligned to the following State Priorities: 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement 7. Course Access and Enrollment

Goal 7: ACE is an operationally-sound organization with the capacity to carry out Goals 1-6.

Measures	Alignment
• Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	Base Funds 1. Basic Services

ELEMENT B - MEASURABLE STUDENT OUTCOMES

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

SCHOOLWIDE OUTCOMES

ACE Esperanza (~~T~~the "Charter School") measures its ultimate success by the number of its students who go on to graduate from a four-year college or university. An additional measure of success is the number of 8th graders who leave the Charter School having reached grade-level proficiency in English-Language Arts and Math.

However, given these are long-term goals~~en route to meeting these benchmarks~~, the Charter School has set~~will strive to meet all of~~ the following intermediate targets and achievement milestones which align to the mission, curriculum, and assessments of the Charter School. If student achievement and other data should indicate that the school is not yet meeting these targets and benchmarks, the school will modify its program to improve performance in that area. As an accompaniment to that work, additional benchmark skills and specific classroom-level skills will be developed.

OUTCOMES IN ALIGNMENT WITH LCAP

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B-1** below describes the charter school's outcomes that align with the state priorities and the charter school's goals and actions to achieve the state priorities, as identified in **Element A** of the charter. In addition, the charter school will develop API and AYP outcomes both for participation percentages and performance

thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

The Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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

Figure B-1 Goals, Measures, Actions, and Alignment to State Priorities

STRATEGY 1: Promote and Instill a Culture of Optimism		
Goal 1: ACE will attract and retain students who have been served poorly by the traditional system.		
Measures	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • Less than 5% of students leave due to dissatisfaction • Suspension rate is 8% or less • Expulsion rate rate lower than closest district school	• Implement a recruitment strategy that attracts students who have been poorly served • Foster a sense of community through structures that support students in being known well, including Advisory and Student-led Conferences • Continue to refine implementation of the behavior intervention ladder, to ensure consistency, responsiveness, and restoration • Actively monitor student engagement to ensure efficacy of actions listed and make adjustments as needed	This work is aligned to the following State Priorities: 5. Student Engagement 6. School Climate
Goal 2: School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning.		

Measures	Actions	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● Proficiency in Culture Audit from Growth Cycles (70% or higher) ● 90% or more of students rate culture effective ● 90% or more of families rate culture effective ● 90% or more of staff rate culture effective	● Provide ongoing professional development for teachers in strategies and practices that foster an optimistic, celebratory environment ● Identify and facilitate events, experiences, and rewards that promote an optimistic, celebratory school environment, in the Culture Calendar and through other vehicles ● Foster optimism and a growth mindset through structures that support students in taking ownership of their learning, including College Seminar and Student-led Conferences ● Continue to refine elements of the student engagement system, to inspire growth and learning ● Actively monitor school culture via Growth Cycles to ensure efficacy of actions listed and make adjustments as needed	This work is aligned to the following State Priorities: 5. Student Engagement 6. School Climate 8. Student Outcomes
Goal 3: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.		
Measures	Actions	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● 95% student attendance rate	● Provide ongoing professional development for teachers in strategies and practices that promote an optimistic mindset and college-ready behaviors ● Develop and implement ongoing	This work is aligned to the following State Priorities: 3. Parental Involvement 5. Student

• Less than 10% chronic truancy rate • 90% or more of students are confident they will be ready for college • 90% or more of families are confident their student(s) will be ready for college • 90% or more of staff are confident their students will be ready for college	family learning opportunities and events that engage families in the school community • Foster an optimistic mindset and college-ready behaviors through structures that support students in taking ownership of their learning, including Advisory and Student-led Conferences • Support students and families in connecting with community-based mental health providers, to support social and emotional development • Continue to explore and expand sports and club offerings, in response to demonstrated student demand • Actively monitor student engagement to ensure efficacy of actions listed and make adjustments as needed	Engagement 6. School Climate 8. Student Outcomes

STRATEGY 2: Build Students' College-Ready Confidence		
Goal 4: Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.		
Measures	Actions	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • Proficiency in College Ready Confidence from Growth Cycles (70% or above)	• Provide ongoing professional development for teachers in planning and designing curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings. • Support all teachers in	This work is aligned to the following State Priorities: 1. Quality Teachers, Curriculum, and Facilities 2. Alignment to

Where Students Realize Their Extraordinary Potential

	implementation of standards-aligned and data-informed curriculum, via an Academic Coach for every teacher ● Implement a robust assessment practice that provides ongoing data on student mastery of state standards and preparation for college ● Actively monitor student achievement to ensure efficacy of actions listed and make adjustments as needed	and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement

Goal 5: Previously low-achieving students make expected rapid academic growth.

Measures	Actions	Alignment
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● 85% of students are making high growth or are high achieving in ELA as measured by NWEA ● 85% of students are making high growth or are high achieving in Math as measured by NWEA ● 75% of English Language Learners make annual progress in English fluency as measured by ELPAC	● Provide an extended day, with additional learning time and built in intervention in ELA and Math ● Utilize the Response to Intervention (RTI) framework to provide scaffolded supports and interventions for struggling students ● Align the academic program with the new ELD Framework to provide integrated and designated ELD instruction ● Leverage personalized curriculum resources to support students in progressing at optimal pace	This work is aligned to the following State Priorities: 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement

Goal 6: Students prepare for college by attaining proficiency in challenging, standards-based

course work.		
Targets	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: • 80% of students will be level 3 or 4 in ELA, as measured by the SBAC • 80% of students will be level 3 or 4 in Math, as measured by the SBAC • Percent of 8th and 11th grade students who are level 3 or 4 in ELA will be higher than closest district school, as measured by the SBAC • Percent of 8th and 11th grade students who are level 3 or 4 in Math will be higher than closest district school, as measured by the SBAC • 90% of students graduate eligible to attend UC/CSU	• Provide ongoing professional development for teachers in how to prepare students for college, via their Advisory curriculum and mentoring • Support students in setting goals, implementing strategies, and monitoring achievement via Advisory and Student-led Conferences to build college readiness. • Engage students in activities that build college knowledge, including college visits • Implement a robust assessment practice that provides ongoing data on student mastery of state standards and preparation for college	This work is aligned to the following State Priorities: 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement 7. Course Access and Enrollment
Goal 7: ACE is an operationally-sound organization with the capacity to carry out Goals 1-6.		
Targets	**Actions**	**Alignment**
• Annual LCFF budget revenue and expenses are aligned and accounted for on an	• Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions	Base Funds 1. Basic Services

Where Students Realize Their Extraordinary Potential

annual basis, as measured through annual submission of the LCAP Annual Update	• Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. • Contract professional services to support instructional program, including regular year, extended year, and extended day • Contract professional services to support operations, including student recruitment, records, and annual audit • Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.	

Annual Update

By July 1, 2018, and annually thereafter the Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

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

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

Where Students Realize Their Extraordinary Potential

Accountability

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

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

The following table is a summary of the measurable schoolwide outcomes to be pursued by the Charter School that are based on California Content Standards, WASC Accreditation Standards, and internal operational benchmarks. Together, the data will provide key information about the efficacy of the academic program of the Charter School as a whole. This data is used to drive decisions about overall program development, as well as informing on-going curriculum modifications and allocation of resources. The Charter School expects that the outcomes and performance goals may need to be modified over time.

Measurable Outcomes	Assessment Tools
Students will demonstrate mastery of grade level standards at the Proficient or better level by the time they leave 8th grade in English Language Arts and Math.	CST scores
The Charter School will meet all of AMAO's for EL students	CELDT Scores CST Scores
The Charter School will meet Academic	API reports

Performance Index (API) growth targets as a whole school and in all reportable sub-groups	
The Charter School will meet Adequate Yearly Progress (AYP) targets	AYP reports
The Charter School will maintain an ADA of 96%	Monthly and P1, P2, Annual attendance reports
The Charter School will retain at least 90% of students from year to year	Internally tracked data
The Charter School will initiate the WASC Accreditation process in its second semester of operation, as described in the WASC Affiliation Conditions of Eligibility	WASC Affiliation Conditions of Eligibility WASC Initial Visit Procedures Manual WASC Focus on Learning Schoolwide Criteria Expected Schoolwide Learning Results (ESLRs) developed by school staff, students, and families in the accreditation process

ELEMENT C - METHODS OF ASSESSMENT

Governing Law: 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.* California Education Code Section 47605(b)(5)(C).

INTRODUCTION

ACE Esperanza ("the Charter School") uses assessment data for many purposes: to improve its program, to communicate results, and to determine success. A careful analysis of all assessments provides a basis for program evaluation and change, curriculum revision and implementation, scheduling, grouping, staffing, and resource allocation.

All assessment at the Charter School is carefully aligned with the school's academic program, the Common Core State Standards (CCSS), and the academic outcomes as identified in **Element A** and **Element B** of this charter. Assessment to determine success provides a means of measuring how well students have learned, how successful instruction was, how successfully the curriculum is addressing students' learning needs, how well the instructional program is working, and how the Charter School's results compare with those of the district, state, as well as some regional and national results. As such, student achievement results are shared with all stakeholders to support engagement, agency, and accountability.

Student performance data is collected regularly from a wide variety of assessments which are chosen and implemented in order for teachers, students, and families to best understand student progress toward academic proficiency, as well as provide a detailed individual picture of each student's growth, academic strengths, and areas where further instruction, intervention, and coaching is necessary. This data stream is also used to evaluate staff proficiency in administering rigorous curriculum, to inform professional development and coaching needs. The data stream explicitly includes all applicable assessments under the California Assessment of Student Performance and Progress system (CAASPP), which includes but is not limited to the California Smarter Balanced Assessments (SBACs). The results of these tests will be the primary driver of ongoing curriculum and school program development. The Charter School will also utilize diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations.

Where Students Realize Their Extraordinary Potential

Additional Assurances

The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, including provisions of AB 484/2012, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

For English Learners (EL) and Special Needs students, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school will also carefully track EL student progress toward fluency in English and the degree to which learning-disabled students are meeting IEP goals.

The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B** of this charter, shall be consistent with the way information is reported on the School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

The Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School. Upon request, the Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

DATA MANAGEMENT SYSTEMS

The Charter School has a school-based computer information system (PowerSchool) which facilitates the collection and sharing of data as appropriate and legal. In addition, ACE has developed a data dashboard called ACE Family Link that incorporates all relevant data (behavioral and academic) about a student that is accessible by teachers, students, and their families.

TYPES OF ASSESSMENTS

In order to ensure that all students within the Charter School are achieving the student outcomes detailed in **Element A** and **Element B**, assessment at the charter school will be consistent, continuous, and based on the external and internal measures of evaluation as detailed below.

External Assessments

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP system is the primary assessment used to track student progress toward grade-level mastery of the CCSS. The Smarter Balanced Assessment system, a major component of CAASPP uses computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the CCSS for English language arts/literacy and mathematics. SBAC data will be the most important way for the Charter School to measure the overall efficacy of its program, and will be used as a primary driver in on-going curriculum and program development and refinement.

The Charter School will use CAASPP scores in a variety of important ways, including evaluation of school and student performance, on-going development of curriculum and teacher training, and identification of target students for recruiting.

In addition to the SBAC, the CAASPP also includes the California Science Test (CAST), the Physical Fitness Test (PFT), and the English Language Proficiency Assessments for California (ELPAC). Additional details on the ELPAC are provided below.

English Language Proficiency Assessments for California (ELPAC)

The Charter School will utilize the English Language Proficiency Assessments for California (ELPAC) in alignment with the state timeline, to monitor and assess the English Language Development of ELs. The ELPAC is designed to: (1) to identify students who are English Learners; (2) to determine the level of English-language proficiency of students who are English Learners; and (3) to assess the progress of English Learners in acquiring the skills of listening, reading, speaking, and writing in English.

The Charter School will use ELPAC data to make initial placement decisions, including ELD services, inform teacher planning and instruction, measure the efficacy of the school program, and most importantly, monitor student progress toward English-language proficiency. The ELPAC will be administered to all students requiring initial identification during the initial testing window between July 1 and Oct. 31 and as needed for new students throughout the year. The annual assessment will be administered each spring to evaluate progress and inform reclassification, as appropriate.

Internal Assessments

Interim Assessments

Every 6 - 8 weeks, the school administers interim assessments in English language arts and Math. The Charter School currently partners with Achievement Network (ANet) to develop and

Where Students Realize Their Extraordinary Potential

implement these interim assessments. The purpose of these assessments is to produce data that informs instruction. The results of these assessments help teachers and school leaders identify what re-teaching is necessary and which students require intervention. Coaches work with school staff to analyze data and improve instructional practices.

NWEA – Measure of Academic Progress (MAP) Assessment

An additional assessment tool currently used by the Charter School is the NWEA MAP. This web-based assessment tool provides detailed diagnostic data on each student's reading and Math skills in a variety of sub-categories. As an objective assessment, unconnected to any particular curriculum or teacher-created assessment, the NWEA MAP provides the Charter School with an outside measure of achievement and growth that is essential to measuring the school's success. The NWEA MAP is administered at entry for all new students, then annually thereafter.

Reports from the NWEA MAP are generated and analyzed by the school leadership. The leadership then shares the data with the school team, generates observations about the data, and generates a plan with action items.

Growth Cycle Audits

Purpose of the ACE Growth Cycles

The Growth Cycle review is designed to yield actionable data that the Charter School can utilize to celebrate successes and adjust course as needed in order to attain "proficiency" in achieving two of the Cascade Strategies: creating a culture of optimism (Strategy 1) and building college-ready confidence in students (Strategy 2). These cycles are performed by a team of internal and external experts during a one day visit, using an agreed upon walk through observational tool. Additionally, the Growth Cycle Team reviews other data and documents to help inform them about the state of the school. Inclusion of external participants allows the Charter School to leverage outside expertise during the review of findings at the conclusion of the day.

The Growth Cycle is intended to be a useful process for both teachers and school leaders. The Growth Cycle is intended to inform reflection by the school team on how they are doing collectively in implementing network wide strategies, rituals, and habits to build students' college-ready confidence and optimism. The Growth Cycle process is also designed to serve as an indicator to assess how school principals are growing as instructional leaders and experts. The classroom observations completed are designed to gather data to demonstrate the extent to which school leaders are supporting their team to achieve the ACE Cascade targets.

Furthermore, individual teacher data can be leveraged to support teacher development in alignment with teacher priorities and school wide focuses.

The Growth Cycle is not intended to be an exhaustive evaluation of teaching and culture in every classroom at every ACE school. It also should not be used in teacher evaluations. Finally, the Growth Cycle is not intended to replace ongoing observations of classes and teachers.

Frequency of the ACE Growth Cycles

ACE schools will participate in the Growth Cycle two times each academic year. The first Growth Cycle data will be used to determine a school's baseline proficiency towards Cascade goals and will drive action planning. The second cycle will be used to help each school assess their growth and improvement tracking towards the goals established after cycle one. The cycles consist of a precycle state of school reflection, an on campus data collection day, data analysis/goal setting/action planning, and implementation/monitoring of the action plan.

ASSESSMENT CONTINUUM

The Charter School utilizes a robust assessment practice, that focuses on using multiple assessment measures to inform instruction and improve the school program.

Assessment Calendar

The school's assessment calendar is developed from year to year to align with these data cycles. Assessments on the calendar are administered by teachers in core classes as well as by school administrators and other support staff. The assessment calendar allows for regular review of student data, including reports to the ACE Board of Directors. **Figure C-1** provides a summary of the Charter School's main assessments as planned for implementation in the 2017-18 school year, the timeline for their implementation, and the key stakeholders involved.

Figure C-1 2017-18 Assessment Calendar

Timeline	Assessment	Stakeholders
August 21 - September 1	Fall NWEA MAP	New students
September 18 - 22	Growth Cycle Audit 1	Staff and students
October 2 - 31	CELDT Initial Assessment	New EL students
October 9 - 18	ANET Benchmark Assessment 1	All students
November 27 - December 1	Stakeholder Surveys	Staff & students
December 4 - 13	ANET Benchmark Assessment 2	All students
January 16 - 26	Winter NWEA MAP	All students
February 1 - March 29	ELPAC Annual Assessment	All EL students
February 12 - 28	ANET Benchmark Assessment 3	All students
Macrh 1 - 31	Physical Fitness Test (PFT)	5th & 7th Grade students

March 5 - 9	Growth Cycle Audit 1	All stakeholders
March 5 - 9	Stakeholder Surveys	Staff, students, families
April 16 - 25	ANET Benchmark Assessment 4	All students
May 14 - June 8	SBAC	All students
May 14 - June 8	CAST	5th & 8th Grade students

DATA COLLECTION, DISSEMINATION AND ANALYSIS

Data is collected, analyzed and disseminated on an ongoing basis as detailed in **Figure C-2**. This data is shared regularly with staff, students, families, ACE Board, the San Jose Unified School District, the Santa Clara County Office of Education, and all other key stakeholders, as detailed in the next section.

Figure C-2 Data Collection, Dissemination, and Analysis

Data source	Collection, Dissemination and Analysis	Person Responsible
CAASPP/SBAC data	CAASPP/SBAC data is collected and disaggregated by statistically significant subgroups. Led by the Administration, teachers use this data to guide curriculum and assessment design and provide target areas for schoolwide, group, and individual student intervention and remediation. Assessment data is used by the Administration to gauge whole-school and sub-group performance, and guide curriculum and other school program initiatives.	Administration, Manager of Data Analytics and Information
ELPAC data	The Administration oversee the administration of the ELPAC test, collects and disseminates ELPAC scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs, and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.	Principal

Where Students Realize Their Extraordinary Potential

School-based formative assessments	Teachers administer Common Core-aligned assessments developed by ANet to track student progress toward mastery. The school leadership coaches teachers on the implementation of these formative assessments and collaborates with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development. Teachers also use student assessment data to determine what re-teaching is necessary and to identify students who require targeted intervention.	Administration, Teachers
School-based summative assessments	Summative assessments include the SBAC, NWEA, and ANet. SBAC data is collected and disaggregated by grade level and other important subgroups. Led by the school leadership, teachers use SBAC data to guide curriculum and assessment design and provide target areas for schoolwide, group, and individual student intervention and remediation. NWEA data is used to determine whether students are making progress towards reaching higher than expected growth. ANet assessments are administered every cycle to determine students' level of proficiency and to guide teachers' planning and instruction. Summative assessment data, in general, is used by the school leadership to gauge whole-school and sub-group performance, and guide curriculum and other school program initiatives. The results of these assessments drive schoolwide program design, intervention and remediation delivery, as well as student promotion decisions.	Administration, Teachers
Attendance and Discipline data	The Administration will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Administration use this data to guide schoolwide program design to ensure high attendance levels and a safe learning environment.	Administration

Growth Cycle: Culture of Optimism and College Ready Confidence	The Growth Cycle review is designed to yield actionable data that schools can utilize to celebrate successes and adjust course as needed in order to attain "proficiency" in achieving two of the Cascade Strategies: creating a culture of optimism (Strategy 1) and building college-ready confidence in the students (Strategy 2). These cycles are performed by a team of internal and external experts during a one day visit using an agreed upon walk through observational tool. Additionally, the Growth Cycle Team will review other data and documents to help inform them about the state of the school. Inclusion of external participants allows us to leverage their expertise during the review of findings at the conclusion of the day.	Administration, Academic Operations Manager
Reflections	Students complete ongoing reflection during College Readiness to evaluate their current levels of proficiency and set goals for promoting growth. This is done in terms of academics, social emotional wellness and behavior, and/or college-ready habits. Advisors then meet individually with each student on average every two weeks to review their reflection and strategies, as well as mentor them as needed to improve the plan.	Advisors
ACE Family Link Dashboard	ACE supports teachers and school leaders in gathering and learning from all the data that is collected overtime. On the ACE Family Link Dashboard, located at family.acecharter.org, school leaders and teachers can login to view data about students and learn how students are doing, which students are in need of intervention, and which students should be celebrated. This resource is updated weekly and includes data from various different platforms. Attendance, truancy, and grades are gathered from PowerSchool. Behavior data is gathered from Kickboard. Testing data is gathered from SBAC and ELPAC. Gathering data in one place helps teachers and school leaders make sense of the data in an efficient and effective manner. After analyzing the data, school leaders and teachers decide how and which students need intervention or celebration.	Administration, Teachers

	In addition, ACE helps parents understand and access this data as well. At family.acecharter.org, parents can register and access the same data discussed above but only for their own children.	

USES OF MULTIPLE MEASURES OF ASSESSMENT

Student, Teacher and School Use of Data

The Charter School uses assessment data for many purposes. The Charter School looks at results in three ways:

- Aggregated data on student performance as a whole, such as the results of the SBAC, is used to determine how successfully curriculum and instruction is addressing students' learning needs; how well the instructional program is working; and how the Charter School's results compare with those of the district, state, and nation. This data is used to drive overall program development.
- Disaggregated data, broken down by subgroup, demonstrates the degree to which the school is successfully addressing all categories of learners, especially English Learners and Special Needs students.
- Data on individual student performance is used to determine how well each student learning and the degree to which they are mastering grade-level content and skills and progressing towards grade-level proficiency in English-Language Arts and Mathematics. Individual student data drives decisions about interventions and personalizing the learning opportunities for each child.

The Charter School uses multiple measures of assessment in order to generate accurate, useful data in the above categories and support the school's work to continually understand where students are collectively and individually. Taken together, this collection of assessment data provides students, teachers, parents, and other stakeholders with a multifaceted view of how students and the school are doing. Assessments are given in various modes in order to provide a rich, accurate picture of student performance, ranging from standardized pen-and-paper tests to rubric-assessed exhibitions.

Because the Charter School serves a high portion of EL students, the extent to which it meets progress in English language fluency will be an important measure of success. In addition, the

school will also carefully track the degree to which Special Needs students are meeting IEP goals.

School and Family Use of Data - Reporting to Caretakers
The Charter School will strive to continuously inform parents about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families will include Report Cards, Assessment Results, and Student-Led Conferences as detailed in **Figure C-3**. Reports will be user-friendly and provided in the family's native language. Parents will have access to performance tasks, content assessments, and assessment results upon request and at student-led conferences.

Figure C-3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Mailings & Information Sessions	• Share key assessment data with families as collected to ensure families have access to data on their children (i.e., ELPAC, SBAC). • Provide information sessions to support families in understanding assessment results, through Cafecitos and other venues • Students and parents have access to PowerSchool to monitor grades and attendance in real time	Ongoing
Comprehensive Report Card	• Assessment Data • Attendance Data • Grades in Subject Areas • Narratives on Student Performance, including Areas of Strength and Areas for Growth • Learning Target Completion • Progress toward promotion and/or graduation	Twice per year
Progress Reports	• Provide ongoing information about student progress	Monthly
Online Grade Book	• Share progress toward Learning Targets	Updated Weekly

(PowerSchool)	● Build transparency between home and school	
Student Led Conferences	● Develop and revisit academic and personal goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, promotion and/or graduation. ● Share student performance and progress on internal and external assessments ● Develop ownership of learning and goal-setting for both the student and family ● Develop student presentation skills	Twice per year
ACE Family Link	● Share key assessment data with families as collected to ensure families have access to data on their children (i.e., ELPAC and SBAC). ● Share Social, Emotional, and Behavioral Indicators	Ongoing

School, District and State Use of Data

Local Control Accountability Plan (LCAP)

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2018, and each year thereafter, The Charter School will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to SJUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

The Charter School will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be 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). This report will include required school data for the authorizing agency, families, Board of Directors, and community at large.

Alignment with mission, exit outcomes, and curriculum:
The Charter School's outcomes are designed to align with the school's mission, curriculum and assessments and the California State Standards. Upon graduation from the Charter School, students will have demonstrated their ability to be self-motivated, competent, life-long learners.

State Requirements:
The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

API/STAR/AYP
The Charter School will participate fully in all state mandated tests including but not limited to the California Standardized Testing and Reporting system (STAR), which includes the California Standards Tests (CSTs).

Use of Data:
The Charter School uses assessment data for many purposes: to improve its program, to communicate results, and to determine success. A careful analysis of all assessments provides a basis for: program evaluation and change, curriculum revision and implementation, scheduling, grouping, staffing, and resource allocation. Student achievement results are also shared with all stakeholders. Assessments to determine success provide a means of measuring how well students have learned, how successful instruction was, how successfully the curriculum is addressing students' learning needs, how well the instructional program is working, and how the Charter School's results compare with those of the district, state, and nation.

All assessment at the Charter School is carefully aligned with the school's academic goals and the California State Standards. Student performance data is collected regularly from a wide variety of assessments which are chosen and implemented in order for teachers, students, and families to best understand student progress toward academic proficiency, as well as providing a detailed individual picture of each student's growth, academic strengths, and areas where further instruction, intervention and coaching is necessary.

Where Students Realize Their Extraordinary Potential

Data to Drive School Decision-Making

The Charter School will use an array of diagnostic, mid year, and year end benchmarks to measure progress towards the long term goal. The following is a summary of the main types of assessments used at the Charter School which are conducted over the course of the school year to ensure that students are on track expected achievement levels and most importantly to mastery of grade-level state standards:

- California Standards Tests
- Course Summative Tests (Semester Final Exams)
- Standards-based Benchmark Assessments (given quarterly)
- Daily and Weekly Formative Assessments (i.e. exit tickets, quizzes, etc.)
- Assessments from Adaptive On-Line Programs (NWEA, Achieve3000, EPGY, FlexMath, etc.)
- Rubric-based assessments for Writing, Student Exhibitions, Labs, etc.
- Informal Reading Inventory

Because the Charter School will serve a high portion of EL students, the extent to which it meets AMAO's will be an important measure of success. In addition, the school will also carefully track the degree to which Special Needs students are meeting IEP goals. The Charter School plans to continue to use PowerSchool to facilitate the collection and sharing of all student achievement data as appropriate and legal. The following table highlights the following:

> 1) Types of assessments which are the sources of data
> 2) Process for collecting and using data
> 3) Staff responsible for the data collection, dissemination, and analysis process

For examples of the assessments used at the Charter School, please see Appendix D.

Data source	Collection, Dissemination and Analysis	Person responsible
CST data	CST data is collected and disaggregated by grade level and other important subgroups. CST data is used to guide curriculum and assessment design and provide targtt areas for schoolwide, group, and individual student intervention and individualized learning.	Administration, Teachers
CELDT data	Administration oversees the administration of the CELDT test, collects and disseminates CELDT scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs,	Administration

	and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.	
Diagnostic assessments	Teachers administer diagnostic tests regularly over the course of the year and use student achievement data from these tests to signal schoolwide and individual student areas of weakness and strength. Administration guides all teachers in the use of this data in on going curriculum and instructional design to ensure that students are meeting necessary benchmarks in a timely fashion.	Administration, Teachers
School based formative assessments	Teachers design and implement regular standards-based formative assessments to track student progress toward mastery. Administration coaches teachers on the design and implementation of these formative assessments and collaborate with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development.	Administration, Teachers
School-based summative assessments	Under the direct guidance of the Administration, teachers design summative assessments to gauge student mastery of state standards. The results of these assessments are collected in standards-based report cards for all students. The results of these assessments drive schoolwide program design, intervention and remediation delivery, as well as student promotion decisions.	Principal, Teachers
Attendance and Discipline data	The Administration will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Administration uses this data to guide schoolwide program design to ensure high attendance levels and a safe learning environment.	Principal

Use of Multiple Measures of Assessment

The Charter School uses assessment data for many purposes. The Charter School looks at results in three ways:

- Aggregated data on student performance as a whole, such as the results of the CST, is used to determine how successfully curriculum and instruction is addressing students' learning needs; how well the instructional program is working; and how the Charter School's results compare with those of the district, state, and nation. This data is used to drive overall program development.
- Disaggregated data, broken down by subgroups consistent with the requirements of the California Department of Education, demonstrates the degree to which the school is successfully addressing all categories of learners, especially ELs and Special Needs students.
- Data on individual student performance is used to determine how well each student learning and the degree to which they are mastering grade-level content and skills and progressing towards grade-level proficiency in English-Language Arts and Mathematics. Individual student data drives decisions about interventions and promotion/retention.

The Charter School uses multiple measures of assessment in order to generate accurate, useful data in the above categories and support the school's work to continually understand where students are collectively and individually. Taken together, this collection of assessment data provides students, teachers, parents, and other stakeholders with a multifaceted view of how students and the school are doing. Assessments are given in various modes in order to provide a rich, accurate picture of student performance, ranging from standardized pen-and-paper tests to rubric-assessed portfolio exhibitions.

ELEMENT D - GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

ACE Esperanza (~~T~~the "Charter School") depends on its collaboration with families and the community for its success. Its organizational model is derived from best practices in order to ensure that the school meets its stated mission, that adequate resources are marshaled in the service of that mission, and that all stakeholders have a voice in the ongoing development of the school.

OVERVIEW

The governance structure of the Charter School has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Central Office Personnel, including:
  - Executive Director
  - Managing Director of Business and Strategy
  - Managing Director of Schools and Talent
  - Director of Schools
- School Site Personnel
  - Principal
  - Assistant Principals / Dean of Students
  - Community Outreach Manager
  - Lead Teachers
  - Teachers
- Parent Leadership Committee, whose membership may also serve on the:
  - School Site Council
  - English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners

Within this governance structure, the Board of Directors make decisions and work with the Executive Director to oversee the organization and the work of the Managing Director of

Where Students Realize Their Extraordinary Potential

Business and Strategy and Managing Director of Schools and Talent; the Managing Director of Schools and Talent oversees the school's development and operation in consultation with the Director of Schools; the Principal oversees school operations, academic program, fundraising, and other related activities with critical input from the leadership team and teachers; the Parent Leadership Committee works to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; and the SSC and ELAC communicate the positions of the parents directly to the Principal. **Figure D-1** provides a visual representation of the Organizational Structure.

Figure D-1 Organizational Chart
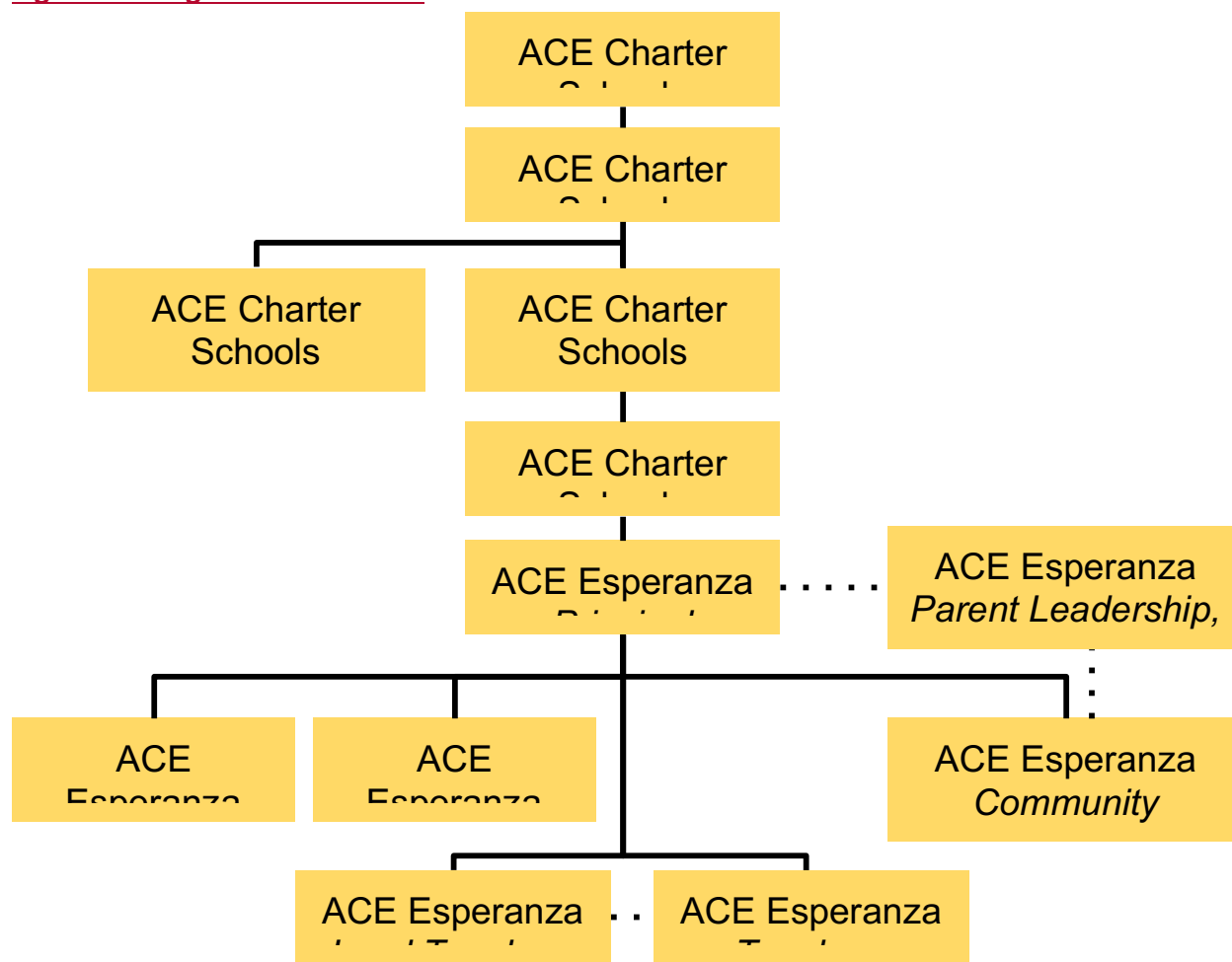
NON-PROFIT PUBLIC BENEFIT CORPORATION

~~**Legal Status**~~

The Charter School shall be operated as a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation Law. The

Charter School will be governed by the Board of Directors pursuant to its corporate bylaws, which shall be consistent with this charter.

The Charter School will operate autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(c), the Authorizer shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the Authorizer has complied with all oversight responsibilities required by law. All staff are employees of the Charter School. All duties herein applying to the Charter School shall ultimately rest with the Charter School operating as a non-profit public benefit corporation.

Attached, as **Appendix 7 - Governance**Appendix I, please find the Articles of Incorporation, Bylaws, and Cconflicts of Iinterest Ccode for the Charter School.

Board of Directors

The Charter School Board is a policy-making board which oversees the fundamental aspects of the School. The Board shall be composed of at least nine (9) and no more than thirteen (13) directors, including parents and community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(b), the Authorizerauthority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation.

At least one director position is reserved for a parent of a student attending the Charter School. With the exception of the potential Authorizer appointed representative and the parent representative, all other director positions will be held by community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

No interested persons (as defined in the corporate bylaws) may serve on the ACE Board of Directors.

Figure D-2 provides the current Names, Titles, Board Positions, and Term Expirations of the ACE Board of Directors.

Figure D-2 ACE Board of Directors

Where Students Realize Their Extraordinary Potential

Name and Title	Board Position(s)	Term Expiration*
Tania Wilcox Former Board Chair and Executive Director, Breakthrough Silicon Valley	President Executive Committee, Development Committee	2019
Gary Rummelhoff Chief Financial Officer, Unity Care Group Former President and Board Member, Santa Clara County Office of Education and San Jose Unified School District	Treasurer Executive Committee, Finance Committee	2018
Dr. Linda Murray Strategic Advisor to XQ Institute Former Superintendent, San Jose Unified School District	Secretary Executive Committee, Academic Performance Committee	2019
Elizabeth Alvarez Franklin McKinley Children's Initiative Program Director, Catholic Charities of Santa Clara County Long-Time Community Organizer with PACT	Finance Committee	2019
Eric Gonzales Managing Director, Montage Capital		2019
Olga Israde Parent of ACE Student, Real Estate Agent	Fundraising Committee	2018
Anil Kumar Managing Partner, Mindspan, LLC	Fundraising Committee	2019

Where Students Realize Their Extraordinary Potential

Dr. Mary Lairon Former Assistant/Associate Superintendent, Mountain View-Whisman and Redwood City Elementary School Districts	Academic Performance Committee	2018
Gabriel Manjarrez Chief Executive Officer, Mimoni	Development Committee, Fundraising Committee	2019

* Terms expire December 31st on the year listed.

The Charter School Board of Directors shall comply with applicable conflict of interest laws.

As of September 24, 2012, the Charter School Board includes the following Directors:

ACE Charter School Board of Directors
Tamara Alvarado, **Board Chair** Director of Community Access and Engagement, School of Arts and Culture at the Mexican Heritage Plaza Tamara is the Director of Director of Community Access and Engagement at the School of Arts and Culture at the Mexican Heritage Plaza. From 2003 to 2008 she served as Executive Director of MACLA/ Movimiento de Arte y Cultura Latino Americana in San Jose, California. Starting in 1999 she served as Program Director for the newly opened Washington United Youth Center, a partnership between Catholic Charities of Santa Clara County and the City of San Jose. She is a member of the Board of Directors of the National Performance Network, and sits on various regional and national funding panels such as the Arts Council Silicon Valley and Creative Capital. She is also co-founder of San Jose based Movimiento Cosmico: Aztec Dance. Originally from Escondido, CA, Tamara holds a Bachelor's Degree in Spanish Literature from Stanford University. Tamara and her daughter Emiliana live in downtown San Jose's Spartan/Keyes neighborhood.
Jonathan D. Hicks, **Board Vice Chair** Attorney, Hoge Fenton Jones & Appel

Jonathan is an associate in Hoge, Fenton's Employment and Litigation practices. Jonathan represents businesses and executives to resolve employment matters involving wage and hour issues, employee agreements, breach of contract, fraud, responding to government complaints, and general business litigation.

Jonathan received his BA at UC Berkeley, where he received the California Alumni Award in 1998 and 1999, and his JD at the University of Southern California Gould School of Law.

Gary Rummelhoff, Treasurer
Vice President of Operations and Chief Financial Officer, United Way Silicon Valley

Gary is currently the VP of Operations and CFO at United Way Silicon Valley. He has served as a Board member and President of the Board for both the Santa Clara County Office of Education and the San Jose Unified School District, and is the past president of the Santa Clara County School Board Association.

Gary earned his B.S. in Accounting from University of Missouri, Columbia and his M.B.A. from Southern Methodist University in Dallas. Formerly a licensed CPA, he began his professional career in public accounting at KPMG. Before joining United Way Silicon Valley, he has held senior financial positions in private industry including several high tech companies in Silicon Valley.

Susan Hammer, Secretary
Former Mayor, City of San Jose

Susan Hammer was Mayor of San Jose from 1991 1998, and San Jose City Councilmember from 1983-1990. She was a member of the California State Board of Education from 1999-2003. As Mayor, she established the Mayor's Gang Prevention Task Force, which became a national model for addressing gang issues. She now chairs the Advisory Board of the John Gardner Center for Youth and Their Communities at Stanford University.

Elizabeth Alvarez
Catholic Charities of Silicon Valley, community organizer

Beth Gonzales
Teacher, Eastside Union School District

Manou Mobedshahi President, Mobedshahi Hotel Group
Dr. Linda Murray former Superintendent, San Jose Unified School District
Dr. Andrea Whittaker Director of Teacher Performance Assessment, Stanford Center for Assessment, Learning, and Equity

All members of the Board of the Charter School, except the parent representative, shall serve two-year terms and until a successor director has been designated and qualified Board members of the Charter School shall serve terms in compliance with the Board's bylaws. The parent representative shall hold a one-year term to be elected annually each September at the regular meeting of the Board of Directors.

The Board of Directors of the Charter School will meet regularly, at least every other month, and in accordance with the Brown Act. The Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to: approval of all budget-related and financial activities connected to the school, communication, negotiation and collaboration with the authorizer, personnel actions, evaluation of school programs, participation in independent fiscal and programmatic audit, and long-term strategic planning. The Board of Directors is fully responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Hire, discipline, evaluate, and determine the compensation of the Executive DirectorHire, evaluate, promote, discipline and dismiss the Executive Director
- Approve all contractual agreements over $10,000
- Approve and monitor the implementation of general policies of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code

- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- Approve annual fiscal audit and performance report
- Approve Annual Review and Revisions of the Local Control Accountability Plan (LCAP)
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The Board of Directors currently has the following committees which meet regularly and in accordance with the Brown Act, as applicable (the meeting frequency ranges from three to ten meetings per year), and do not have decision making abilities, but instead make recommendations to the Board of Directors. The Board of Directors may elect to add or remove committees, or to change their meeting schedule. Toward this end, it is the intention of the Board to combine the Executive Committee and Board Development Committee into a single Board Governance committee in the near future. For a complete description of each current committee, please see **Appendix 7 - Governance**.The Board of Directors has the following committees which meet monthly and report back to the Board at meetings. The Board of Directors may elect to add or remove committees, or to change their meeting schedule.

- **Executive Committee**
  The Executive Committee consists of all Board Officers, and meets monthly with the Executive Director. The Executive Committee advises the Executive Director and weighs in on decisions that do not necessitate full board approval.
- **Finance Committee**
  The Finance Committee meets monthly and reviews all financial statements as well as reports related to capital projects and fundraising. The Finance Committee ensures that the organization is operating within board-approved budgets and protocols.
- **Growth Committee**
  The Growth Committee advises the Executive Director on school replication and organizational growth, and reviews and makes recommendations to the Board of Directors regarding organizational readiness for growth.
- **Academic Performance Committee**
  The Academic Performance Committee meets at a minimum quarterlybi annually and reviews all pertinent student achievement data. This committee also reviews and assesses the school's academic program, and makes recommendations for on-going development and refinement of the school's curricula and instructional practices.
- **Board Development Committee**
  The Board Development Committee is responsible for ongoing review and recommendations to enhance the quality, effectiveness, and future viability of the

Where Students Realize Their Extraordinary Potential

Board of Directors. The work of the committee revolves around board composition, training, effectiveness, and leadership.

The Charter School has an adopted Conflict of Interest Code, including annual Form 700 filing requirements,~~conflicts code~~ which shall be maintained to comply with the Government Code Section 1090, the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations. As needed the Conflict of Interest Code= will be updated with any charter school-specific conflicts of interest laws and regulations. As noted above, the Conflict of Interest Code is included within **Appendix 7 - Governance.** ~~Conflicts code will be submitted to the Santa Clara County Board of Supervisors for approval.~~

ROLE OF CENTRAL OFFICE PERSONNEL IN GOVERNANCE

The central office personnel manage the smooth implementation and evaluation of all school-related systems, and ensure that the school and school-based personnel have the resources, support, and training they need to meet the school's ambitious academic performance targets.

~~**Role of**~~

Executive Director

The Executive Director articulates and ensures the organization's fidelity to the goal of serving low-achieving students and propelling them to academic proficiency. The Executive Director does not manage the day-to-day operations of the school, but takes a primary role in creating the philosophy and strategies to achieve the vision of the Charter School. The key elements of the work of the Executive Director are to:

- Develop and articulate the overall mission for ACE Charter School, including identifying the target student population
- ~~Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives~~
- Design and implement all fundraising initiatives to ensure long-term fiscal health and viability of the Charter School
- Handle all Board-related tasks, including reports on school progress and achievement and financial reports
- Provide a liaison between the Authorizer and the Charter School Board of Directors
- Develop and administer the budget of the Charter School in accordance with generally accepted accounting principles

- ~~Manage (with the school's Director of Finance) the efficient and effective planning and implementation of back-office tasks for the Charter School, including but not limited to budget development, financial reporting, audits, and fundraising~~
- ~~Contract with and evaluate third party support providers to provide payroll, bookkeeping, budgeting, and other back-office services~~
- ~~Ensure that the Authorizer and the State of California receive all necessary and mandated reports and data~~
- Negotiate Memoranda of Understanding and other contracts with charter Authorizer, other community partners
- ~~Ensure all state and federal required reports are completed and filed (i.e. CBEPS, R30; quarterly and annual financial reporting)~~

Managing Director of Business and Strategy

The Managing Director of Business and Strategy is responsible for ensuring that financial policies, processes, structure, knowledge and internal controls exist within the organization to allow ACE to be a sustainable organization that can meet its stated mission of serving low-achieving students and helping them grow such that they can successfully attend and graduate from a four-year college. The Managing Director of Business and Strategy shares his/her business and financial experience and insight to help guide the organization, especially with members of the ACE Executive Team and Board Finance Committee. At present time, the Managing Director of Business and Strategy also oversees the Human Resources, Information Technology, and Administrative functions within ACE. The key elements of the work of the Managing Director of Business and Strategy are to:

- Work closely with the Executive Director, Managing Director of Schools and Talent, and the Board Finance Committee to ensure the long-term sustainability of ACE and its schools.
- Oversee formulation of budgets and long-range forecasts including revenue and expense forecasting, budget development, capital spending analysis, balance sheet analysis, and planning.
- Manage and ensure sufficient working capital, including revenue collections and establishing financing relationships with local and regional banking partners.
- Manage the development of effective tools for the Board Finance Committee and Executive Director to use to monitor, assess, and evaluate the financial performance and structure of ACE and each of its schools.
- Provide analytical and financial modeling support to ACE's Executive Team as part of growth planning as well as for the annual budgeting process.

Where Students Realize Their Extraordinary Potential

- Maintain and manage master calendar of all compliance deadlines in conjunction with school leaders as they relate to district, county, and state regulations and develop standardized templates for compliance.
- Coordinate with operations and school leadership teams to ensure that all public money for education is appropriately spent and that all compliance deadlines are met.
- Ensure that the Authorizer and the State of California receive all necessary and mandated reports and data.
- Ensure all state and federal required reports are completed and filed (i.e. CBEPS, R30; quarterly and annual financial reporting).

Managing Director of Schools and Talent

The Managing Director of Schools and Talent is responsible for ensuring that effective plans, systems and processes exist throughout the network that are mission aligned, and that all staff are working efficiently and with maximum precision towards expected outcomes. The Managing Director of Schools and Talent oversees the site based academic and operations teams, contributes to the vision and direction of the finance team, and ensures CMO Managers are executing effectively on their functional areas and responding to the needs of the schools. The key contributions of the work of the Managing Director of Schools and Talent are to:

- Crystalize key insights about ACE model based on data and best practices nationwide, and translate into concrete plans / strategies for ACE's continued growth and improvement
- Weigh in on all key organizational decisions to ensure alignment with the ACE vision, model and strategic operating plan, and monitor corresponding metrics for success and ongoing evaluation
- Translate human capital strategy into concrete operational plans
- Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives

Director of Schools

The Director of Schools works in close collaboration with the Managing Director of Schools and Talent to oversee the school leadership and instructional program at individual school sites, including the Charter School.

The key contributions of the work of the Director of Schools are to:

- Coach School Leaders in setting the vision based on the ACE Cascade goals and existing playbooks so that previously low-achieving students make rapid academic growth and graduates are ready to succeed in a four-year college or university
- Provide tailored support to School Leaders to leverage resources and data in developing and implementing high-impact professional development and high-quality coaching of individual teachers in alignment with the School Leader Playbook
- Ensure all ACE schools have warm, optimistic culture for students and families
- Set the vision for how English Language Learners are served at ACE, and ensure training and support for Principals to operationalize
- Oversee implementation of Special Education Playbook, and ensure staff received necessary training and development to successfully execute on playbook
- Refine budgeting tools for Principals, with continued focus that budget is aligned to school priorities and enrollment, in collaboration with Director of Finance
- Ensure all operations and logistics are handled smoothly and with minimal disruption to the core academic program work

Community Outreach Manager

The Community Outreach Manager is primarily responsible for the coordination and execution of the Charter School's Student Recruitment and Family Engagement programs.

The key contributions of the work of the Community Outreach Manager are to:

- Lead the development and implementation of the Student Recruitment Plan, in collaboration with the School Leadership team, to recruit the ACE target student
- Develop and maintain relationships with community partners and organizations, including, but not limited to churches, food pantries, community centers, local businesses and other schools
- Register families in the School Mint system and monitor the system to send out weekly reports regarding recruitment and enrollment numbers
- Support implementation of the Family Engagement Plan, in collaboration with the School Leadership team, to ensure authentic opportunities for parents to participate in their children's education
- Collaboratively plan and facilitate Parent Leadership meetings (e.g., SSC, ELAC, Growth Cycle)

Where Students Realize Their Extraordinary Potential

Role of the Director of Schools

The Director of Schools is responsible for two areas of the organization's success. First, this position oversees the daily success of the organization and is responsible for establishing and overseeing the systems and processes that ensure operational efficiency of the school sites. Additionally, the Director of School Growth is responsible for building long-term processes and plans which will ensure the Charter School is ready to meet any needs or opportunities that may arise in the future.

The key elements of the position include, but are not limited to:

- Collaborate with the Board of Directors and Executive Director to determine the strategic direction of the organization
- Oversee all areas and manage all staff relating to business planning, operations, finance, human resources, information technology, legal, compliance, and other functions of the organization
- Collaborate with Central Office and school site personnel to generate Operations Manual and ensure all staff are trained in and effectively implement all operational processes
- Develop and articulate strategic human capital plan including systems for merit based compensation and talent recruitment and development in order to ensure that the Charter School attracts and retains top talent
- Cultivate relationships with donors, and secure funding for areas related to the organization's growth and development
- Maintain relationships with external entities—e.g. Authorizer, County Office of Education, San Jose Charter Consortium, PACT—and ensure that all commitments to external partners are successfully met
- Manage long term facility needs and mange operational staff responsible for maintaining current facilities
- Oversee staff responsible for routine human resource functions (benefits, payroll, hiring, termination)
- Coordinate and oversee the development of any future schools

The *Director of Finance* is responsible for making sure that school-based processes and tasks are managed effectively and efficiently, with a focus on HR, Finance, and site-related functions.

The key elements of the position include, but are not limited to:

- ~~Designing, implementing, and overseeing all back office financial and office processes, including payroll, Human Resources, accounts receivable/payable~~
- ~~Producing accurate, timely financial reporting for both internal use as well as for external monitors and partners such as the district, County Office of Education, and the California Department of Education~~
- ~~Developing and maintaining budgets for the organization, along with monthly actual reports to assist in financial decision-making at the organizational and school level~~
- ~~Developing strategic budgeting tools to be used to drive decision-making around school replication and organizational growth~~
- ~~Maintaining fundraising records and reporting to ensure Charter School's compliance with restrictions of grants, donations, etc.~~

~~The **_Family and Community Outreach Manager_** is responsible for ensuring each school meets its enrollment targets, that families and communities are engaged and involved in the Charter School, and that information is shared between the school sites, the Central Office, and the broader community.~~

ROLE OF SCHOOL SITE PERSONNEL IN GOVERNANCE

The role of school-site personnel is to serve ACE's community by creating a successful, sustainable school environment where all students have the skills, knowledge and habits necessary for college success.

Principal

The _Principal_ is the academic leader at the School, who spearheads the development of the School curriculum and School culture. The Principal will manage academic program development, professional development activities, and will work with teachers to improve curriculum and instruction. The Principal will also be the standard-bearer for the core value of _Ganas_, responsible for coaching staff and parents in helping students show _Ganas_ in everyday choices and supporting teachers by dealing quickly and effectively with students who violate the code of conduct. The Principal also ensures that the connection between school and families is strong, mutually respectful, and marked by continual communication about student performance and behavior.

The Principal's duties shall include, but are not limited to, the following:

- Ensuring that all elements of the Charter School are directed at helping the school achieve its mission of supporting traditionally underserved and therefore under~~low~~ achieving students to develop the belief that that they can compete in college and the skills and knowledge to do so~~reach academic proficiency~~

**Where Students Realize Their Extraordinary Potential**

- Creating a culture of achievement, responsibility, and *Ganas* for staff, students, and families
- Leading teachers and staff in the development and on-going improvement of a teaching and learning program specifically tailored to the needs of the school's target student
- Supervising, evaluating, and training school staff and teachers based on their ability to help the school succeed in meeting its academic goals and building a cohesive culture
- Guiding the school in its collection, analysis, and programmatic response to student achievement data
- Ensuring that all necessary District, County, State, and Federal reporting is completed in an efficient, accurate fashion
- ~~Reaching out to parents, the Authorizer, the Santa Clara County Office of Education and the community to build a network of collaboration directed at student success~~
- Recruiting new students and families
- ~~Recommendations to Board of hiring, discipline, dismissal of staff~~
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

Assistant Principal

The Assistant Principals provide critical support to the Principal to ensure a strong academic program, efficient operations of the school site, a culture of optimism, and a safe and positive school climate. In addition to collaborating with the Principal on academic program development and teacher growth, development, and evaluation, the Assistant Principals are responsible for discipline, College Readiness, and Special Programs. There are currently two Assistant Principals / Deans of Students who take on the role for specific grade bands. ~~The Assistant Principals provides critical support to the Principal to ensure safe and efficient operations of the school site. In addition to collaborating with the Principal on academic program development and teacher growth, development, and evaluation, the Assistant Principal will beis responsible for discipline, College Readiness, and Special Programs.~~

The *Assistant Principal's* duties shall include, but are not limited to, the following:

- Assist in maintaining and sustaining a positive college going environment, including campus supervision during class transitions, classroom and school culture observations
- ~~Generate spreadsheet to monitor student discipline. Ensure spreadsheet is updated daily and is accurate.~~
- ~~Process all student referrals~~

- ~~Process all student suspension and expulsion paperwork, and ensure all students in expulsion process meet with Principal~~
- ~~Oversee development of College Readiness strand for grades 9-12~~
- ~~Ensure College Readiness goals infused throughout student experience during the school day~~
- ~~Ensure every student attends at least one college field trip per year~~
- Monitor student academic progress ~~against the UC / CSU Eligibility index and ensure student promotion is aligned with US / CSU G.P.A.~~
- Oversee Special Education and English Language Learner Programs
- <u>Generate spreadsheet to monitor student discipline. Ensure spreadsheet is updated daily and is accurate</u>
- <u>Process all student referrals</u>
- <u>Process all student suspension and expulsion paperwork, ensuring all procedural safeguards are followed as detailed in **Element J** of this charter</u>

~~Role of~~ Teachers

In addition to their classroom roles, teachers <u>are</u>~~will be~~ expected to take a leadership role in ongoing school development. Some key elements of teacher leadership at the school include:

- Designing and leading selected staff workshops
- Developing <u>a rigorous, college-prep</u> academic program and curriculum <u>that meets the needs of the target student population and prepares them to be competitive college applicants and graduates</u>~~to meet evolving understanding of target student needs~~
- Engaging in community outreach, including family communication and school events and academic exhibitions
- Participating on key school committees, including the Charter School Advisory Board and IEP committees

~~As the Charter School grows, additional positions will be added, including:~~

Lead Teachers

The Lead Teachers <u>are</u>~~will be~~ experienced middle-school teachers. <u>They</u>~~One will~~ possess a deep background in literacy development <u>or</u>~~and the other~~ in mathematics<u>, as well as </u>. ~~At least one will possess detailed~~ data analysis skills and ~~both will have~~ the leadership skills <u>necessary</u> to guide the teaching staff in its work of identifying and implementing best practices in the classroom.

Where Students Realize Their Extraordinary Potential

Student Services Coordinator

The Student Services Coordinator (SCC) is the primary non-academic operational manager at the school site and is responsible for the site's overall operational success. The SSC oversees and collaborates with the school Secretary, the CMO Liason / Community Outreach Specialist, site supervisors, and the lunch staff to ensure that all non-academic areas of the school site and run with efficiency and accuracy. Additionally, the SSC participates in the School Leadership Team and helps ensure that all school processes and procedures are aligned to maximize student learning, and that all staff implement policies and procedures fairly and consistently. The Student services coordinator is primarily responsible for the following areas of the school site:

- Student culture and discipline
- Student enrollment and records
- Student information systems
- Attendance Accounting
- National School Lunch Program
- Site Safety
- School facilities and assets
- Front office culture

ROLE OF FAMILIES IN GOVERNANCE

Role of Families in GovernanceParent/Guardian Roles in School Program

Families are involved in a variety of ways in site-based decision-making at the school and in the on-going development and growth of the school, including representation on the Board of Directors and participation in school-based committees including hiring and family leadership committees.such as the Hiring Committee.

According to the Charter School academic philosophy, learning best occurs when teachers, students and the community are equally invested in the school's goal of proficiency for all. This commitment is the necessary context for any academic program that succeeds in propelling at-risk students to success in school.

A key aspect of this community collaboration is the school's close and transparent relationship with families. While the Charter School has the parent participation structures typical at most schools (Student-Led Parent-Teacher conferences, Parent Committees, Open House, etc.), there are additional school-family joint efforts that are critical to the school's success, including:

- A Parent Leadership program where parents collaborate with school leaders to help determine better ways to achieve goals that affect their children, including through the LCAP process and LEA plan development. The Parent Leadership Council, similar to other school's School Site Council, will be seen as an advisory group.
- A reserved seat on the ACE Board of Directors for a Parent Representative.
- Monthly Coffee with the Principal (Cafecito) where families and community members can talk to school leaders and ask questions or voice concerns.
- Regular evening Community Meetings and gatherings where teachers and school leaders develop closer connections with families of struggling students.
- Regular evening Workshops to encourage families and students to commit to the multi-step process of preparing for college success.
- Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and challenges

In addition, for so long as there are more than 21 ELLs in attendance, as is current practice, the Charter School will have an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC, with parents of ELLs comprising at least the same percentage of the ELAC membership as ELLs constitute of the Charter School's total student population. The ELAC will advise the Executive Director, Principal, and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

To ensure ongoing parental involvement, the Charter School, holds regular community and parent leadership meetings, and consistently solicits and acts on parent input to improve both the school program as well as the school's collaboration with families.

The Charter School works very closely with its families and community to improve and enhance the school. Some crucial elements of this collaboration include:
- Monthly Community Meetings led by Principal and Parent Leaders; agenda developed in collaboration with Parent Leadership Committee
- Monthly Parent Leadership Committee meetings where parents review student achievement data, plan school events, recruitment events, and celebrations
- Volunteering in the classroom, front office, and during school events/field trips
- Hiring committees, where all school leader and teacher hiring decisions are made with significant parent input

- Culture Audits, where family and community members join staff to conduct a quarterly audit of the campus culture and provide feedback to school leaders
- Participation in bi annual Student Led Conferences, where students guide their families through their Personal Learning Plan and academic and personal results to date
- Regular community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work
- Outreach to new families and recruitment

The Charter School also works closely with community organizations, including the local City of San Jose Community Centers, local churches, after-school service providers and other community-based non-profits which provide necessary wrap around services to children and families.

Process to Ensure Parental Involvement

Parent involvement at the school is coordinated through the Parent Leadership Committee, which works closely with all families, the school Principal, and the parent member of the ACE Board of Directors to promote family involvement in the school. Yearly family surveys are conducted to gauge parent response to school programs and to improve outreach. ACE parents are encouraged to commit to spending 30 hours per year in service to the school, and families that are able to reach that mark are celebrated. ACE holds monthly events and celebrations during the week and on weekends to give families an opportunity to come together. Teachers and school leaders conduct regular home visits to families of struggling students to deepen the connection between family, student and school.

ELEMENT E: EMPLOYEE QUALIFICATIONS
PART E: QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED BY THE SCHOOL

Governing Law: *The qualifications to be met by individuals to be employed by the* charter *school. California Education Code Section 47605(b)(5)(E).*

OVERALL QUALIFICATIONS

ACE Esperanza (t̶The "Charter School") shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, gender expression, gender identity, or disability or any of the characteristics listed in Education Code Section 220.

The following job qualifications apply to the key Central Office and S̶school S̶site personnel. These qualifications may be modified at the Charter School's discretion without any need to materially revise the charter as long as any changes are consistent with the law.

The first criteria used in evaluating potential Charter School staff members is whether or not they fully embrace the school's vision of college success for underserved, first-generation college students. For administrators, teachers, and all non-teaching staff, a commitment to the school's mission and to the students and families the Charter School̶w̶e̶ serves is of paramount importance.

The second criteria used in evaluating potential Charter School staff members is whether or not they fully embrace being part of a network, with a model that has demonstrated success in serving this student population. Embracing this work requires intense collaboration and teamwork in the service of students.

There are other factors which are critical to professional success at the Charter School, i̶n̶c̶l̶u̶d̶i̶n̶g̶:̶as detailed below.

A commitment to building a culture of optimism, including:
- D̶e̶s̶i̶r̶e̶ ̶t̶o̶ ̶s̶e̶r̶v̶e̶ ̶l̶o̶w̶-̶a̶c̶h̶i̶e̶v̶i̶n̶g̶ ̶s̶t̶u̶d̶e̶n̶t̶s̶
- Experience working directly with students in an urban school
- Ability to partner with students and families

Where Students Realize Their Extraordinary Potential

- Commitment to fostering an environment in which all students and families see college and career success as tangible possibilities
- Involvement in the life of the school

A commitment to developing college ready confidence, including:
- Ability to guide students academically and emotionally through a rigorous, college-prep curriculum
- Commitment to creating a school atmosphere where students learn to be active, disciplined learners
- ~~Involvement in the life of the school~~
- Openness to critical feedback and the chance to collaborate with ambitious, dedicated colleagues

While not mandatory, the ability to speak Spanish is another important factor in building and maintaining a staff which can effectively serve our community.

All ACE employees shall be subject to a background check that includes passing FBI and DOJ Livescan fingerprinting clearance. ACE employees also need to present proof of a tuberculosis clearance. Please reference, within the petition, **Element F**, for more information.

JOB QUALIFICATIONS FOR KEY CENTRAL OFFICE PERSONNEL

~~**Job Qualifications for Central Office Personnel**~~

Executive Director

Primary job qualifications for the Executive Director include:

- Ability to effectively lead an education non-profit
- Experience in non-profit governance, program development, implementation
- ~~Experience in teaching and administration in schools that serve underachieving students~~
- ~~Expertise in curriculum and school program development and implementation~~
- Excellent communication, community outreach and coalition-building skills
- Ability to develop, implement long-term strategic plan to manage school growth, maintain fidelity to ACE Charter School mission and vision
- Management skills to ensure on-going financial stability and sustainability for the school
- Fundraising skills to ensure financial viability of the school
- ~~Minimum 5 years of experience in urban public school reform~~
- Minimum of conversational Spanish strongly preferred

Where Students Realize Their Extraordinary Potential

- Educational background to include at least a BA, ~~teaching and/or administrative credential,~~ and preferably a~~n~~ advanced degree and/or credentials in school or business administration ~~MA or PhD in education~~

Managing Director of Schools and Talent

~~Director of School Growth~~

Primary job qualifications for the Managing Director of Schools and Talent~~Director of School Growth~~ include:

- Nonprofit leadership experience
- Experience supervising and evaluating direct reports
- Minimum 5 years of experience working in operations, finance, or human resources, preferably in charter schools
- Considerable knowledge of charter school operations and compliance, finance and administration
- Experience in project management or program development and evaluation
- Excellent communication and organizational skills
- Minimum 5 years of experience in urban public school reform
- Experience in teaching and administration preferred

Managing Director of Business and Strategy

~~Director of Finance:~~

Primary job qualifications for the Managing Director of Business and Strategy~~Finance~~ include:

- Embrace the mission of ACE Charter Schools
- Possess solid technical and analytical skills with experience in financial reporting, projections and forecasting, including advanced knowledge of accounting systems and Excel
- Have 4 to 10 years of experience managing a finance function in a dynamic environment, preferably with 3 or more years in a smaller, high-growth CMO
- Thrive in a fast-paced, dynamic work environment
- Work well independently and collaboratively as a team player
- At least three years of experience managing direct reports
- Create, monitor, and maintain systems that enhance organizational financial efficiency
- Be comfortable developing and managing nonprofit and/or small business financial processes and systems
- Have excellent oral and written communication as well as strong interpersonal skills

Where Students Realize Their Extraordinary Potential

- Be able to identify, analyze, and resolve problems resourcefully
- Have a Bachelor's Degree in finance, business, economics, accounting, mathematics or a related field; MBA, CFA, and/or CPA strongly preferred~~A minimum of 3 years experience in non-profit or school-based financial management~~
- ~~Strong organizational skills~~
- ~~Ability to build or acquire and oversee all necessary back-office services for a charter school~~
- ~~Considerable knowledge of charter school operations and compliance, finance and administration~~
- ~~Experience in project management or program development and evaluation~~
- ~~Excellent communication and organizational skills~~
- ~~Minimum 5 years of experience in urban public school reform~~

Director of Schools

Primary job qualifications for the Director of Schools include:

- 3+ years experience as a Principal / School Leader including a demonstrable track record of results in instructional leadership, assembling effective teams, strategic planning, communicating a vision and setting priorities, managing team execution, delegating, mentoring others and developing emerging as well as demonstrated student achievement
- Highly proficient with data analysis
- Demonstrated experience developing leadership skills in others and enhancing the professional development of teachers and growing high-impact staff
- Ability to understand and help develop strategy around the interaction between fiscal realities and program necessities.
- Demonstrated experience with Common Core, knowledge of Next Generation Science Standards
- Effective communicator, and strong interpersonal skills

JOB QUALIFICATIONS FOR SCHOOL SITE PERSONNEL

Principal

Primary job qualifications for the Principal include:

- Excellent communication and community-building skills
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students

Where Students Realize Their Extraordinary Potential

- A record of classroom success with low-achieving students
- A record of success in developing teachers
- Experience in assessment and achievement data analysis
- Minimum 3 years working in urban public schools
- Minimum of conversational Spanish
- Educational background to include a BA and teaching credential

Preference is given in hiring to holders of an administrative credential.

Assistant Principals

Primary job qualifications for the Assistant Principals include:

- 3-5 years of successful classroom experience working with ACE target students
- An entrepreneurial, flexible attitude that celebrates success, responds positively to adversity
- Strong work ethic and personal drive, characterized by a relentless pursuit of schoolwide and individual goals
- Personal presence and leadership necessary to create and sustain optimistic, ambitious, disciplined school culture for staff, students and families
- Powerful communicator, who can effectively reach and connect with all school constituencies, including students, families and teachers
- Knowledge of curriculum development and school design in schools that serve low-achieving students
- Experience developing teachers
- Experience in assessment and achievement data analysis
- Minimum of conversational Spanish highly preferred
- Educational background to include a BA and teaching credential
- ~~Excellent communication and community-building skills~~
- ~~Knowledge of curriculum development and school design in schools that serve low-achieving students~~
- ~~A record of classroom success with low-achieving students~~
- ~~Experience developing teachers~~
- ~~Experience in assessment and achievement data analysis~~
- ~~Experience working in urban public schools~~
- ~~Minimum of conversational Spanish highly preferred~~
- ~~Educational background to include a BA and teaching credential~~

Where Students Realize Their Extraordinary Potential

Preference is given in hiring to holders of an administrative credential.

Teachers

The Charter School shall comply with all applicablerelevant credentialing regulations. Currently, Education Code Section 47605(l), states in pertinent part:

> "Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, noncollege preparatory courses."

Accordingly, teachers of core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

The minimum qualifications for teachers of core, college preparatory subjects are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).

The Charter School teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB"). Accordingly, a teacher of core academic subjects (i.e. English-Language Arts, History-Social Science, Math and Science) must have:

- A bachelor's degree
- A State credential
- Demonstrated core academic subject matter competence

Pursuant to Education Code Section 47605(l) also states,

Where Students Realize Their Extraordinary Potential

"It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, noncollege preparatory courses."

Currently Physical Education is considered a non-core, non-college preparatory course within which the Charter School may exercise this flexibility.

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. ~~Annually, ACE Charter Middle School shall present the Authorizer with a list and description of non-core, noncollege courses for approval by the Authorizer prior to exercising any flexibility pursuant to Education Code Section 47605(l) for employment of teachers in non-core, noncollege courses.~~ Instructional staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the ACE's adopted personnel policies.

Lead Teacher

In addition to the qualifications for teachers, the primary job qualifications for the Lead Teacher include experience and expertise in teaching literacy or mathematics to ~~low-achieving~~ students achieving below grade level and EL students as well as excellent program design and management skills.

~~**Student Services Coordinator**~~

~~Primary job qualifications for this position include:~~

- ~~Bachelors degree~~
- ~~Fluent in written and spoken Spanish~~
- ~~Strong communication skills~~
- ~~Strong organizational skills~~
- ~~Experience working in urban schools strongly preferred~~

SERVICES PROVIDED VIA CONTRACTORS

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of

employees of contractors are consistent with the expectations for the Charter School's employees.

PROFESSIONAL DEVELOPMENT AND EVALUATION

The Charter School leadership will develop annually a comprehensive, ongoing staff development plan designed to ensure that all annual target areas of professional development are continually reinforced, revisited and assessed through training, coaching, peer observation and feedback, collaborative planning, and joint assessment of student work. The schedule of staff development activities will include:

- Daily planning time
- Weekly professional development meetings - whole school or content area.
- Data analysis and professional development days, with the support of coaches and other external experts
- Weekly feedback by school leaders and or peers, including observation and 1:1 coaching meetings

Professional Development

The key philosophy of Professional Development at the Charter School is that annual topics are ongoing, and that teachers receive continued support in implementation of the professional development. Annually, fewer topics may be chosen so that teachers can develop a deep understanding of the topics, build their skills, and thereby increase student achievement. Two examples of annual foci are the Teaching and Learning Cycle and Building Schoolwide Culture, which are detailed below.

The Teaching and Learning Cycle
In order to effectively create and deliver a standards-based curriculum, it is crucial for a school to have in place a comprehensive system that links standards based curriculum, purposeful planning, and analysis of student learning (assessment) data that helps teachers plan what to reteach. In addition, curriculum, instruction, and internal assessment must be aligned with the external assessments, such as the SBAC, used to measure the efficacy of the school's program as a whole. ACE is currently partnering with the Achievement Network to provide school leaders with support in their efforts to meet school-wide targets and effectively support staff in the implementation of CCSS-based curricula.

Some key elements of the training and coaching teachers receive toward the development of an effective teaching and learning cycle include:

- Examination of Common Core standards to fully understand what is being asked of students at each grade level
- Individual and collaborative planning time to create standards-based cycle and weekly overviews, and lesson plans
- Support for development of staff ability to analyze student assessment data and plan for targeted, effective reteaching

Building the Schoolwide Culture: Ganas in the Classroom

Teachers and all staff receive explicit training and coaching in helping students adapt to the school's conduct expectations and develop resilience even as they confront academic challenges or frustrations and lack of confidence. Schoolwide systems such as the school Launch assembly, regular community exhibitions, and College Readiness class provide a context for in-depth reflection on how students can manifest their *Ganas* in their everyday choices; teachers and staff work collaboratively to implement schoolwide discipline and reward policies that will promote and instill a culture of optimism and respect for effort and incremental improvement.

Teacher Evaluation and Ongoing Support

Teachers and staff receive regular observation and feedback from school leaders and Lead Teachers, who will ensure that instructional guidelines are being implemented effectively.

In an effort to improve teacher evaluations, ACE has recently revamped its teacher evaluation process. The new teacher and staff professional growth and evaluation process incorporates best practices from other schools, elements of the California Standards for the Teaching Profession, and specific characteristics that define successful staff at ACE. The observation and evaluation process, and the sharing of best practices that come out of it, reflect the strong collaborative culture among teachers and administrators to support students and each other in reaching the school's high expectations. Based on weekly coaching, regular teacher observations and student achievement data, ACE will continue to modify and further develop this process.

The school leadership evaluates all teachers and works closely with teachers regarding the results of their evaluation. In order to help teachers improve practice in areas of weakness, the school tailors its professional development activities to best match the on-going needs of teachers. Teachers also have the opportunity both on campus and off to observe master teachers and collaborate with them to improve curriculum development skills and the

implementation of teaching strategies.

The overall elements of the teacher evaluation process, once fully implemented, will include the following:

- Teachers set professional goals each year.
- Teacher experience level is identified in a range from "novice" to "systems builder"
- All teachers have weekly coaching sessions with school leaders.   Various types of data, including Growth Cycle, benchmark assessments, and other results will be used to adjust coaching, as needed
- Teachers are evaluated twice a year - mid-year and at the end of the school year
- For those teachers who are not performing to standard, they will participate in a performance improvement process.

The timeline for teacher evaluations is currently scheduled to be the following:

- **Before start of school** - Meeting between teacher and Principal to define personal goals for year, ensure that individual teacher goals are aligned with schoolwide goals
- **First semester** - Regular monthly classroom observation by Principal, with informal feedback provided after each observation; Principal also reviews lesson/unit plans, assessments, selected student work
- **End of first semester** - The Principal completes observations, writes first evaluation; Principal and teacher meet to discuss evaluation and develop specific Action Plan to strengthen practice. Improvement Plan is developed if necessary.
- **Beginning of second semester** - Teacher implements Action Plan or Improvement Plan, Principal and teacher collaborate to ensure that teacher receives appropriate coaching to implement plan; classroom observation or survey of teacher work is completed in timely fashion
- **Middle of second semester** - Principal develops final yearly evaluation, shares evaluation with teacher; based on evaluation specific professional development activities are determined; the Principal's intention to retain/dismiss teachers will be included in their final yearly evaluation

For examples of the ACE Professional Development program, please see the documents in **Appendix 2 - Professional Development**..

ELEMENT F - HEALTH AND SAFETY OF PUPILS AND STAFF
PART F: HEALTH AND SAFETY PROCEDURES

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

The ACE Charter Schools Network ("ACE") maintains at all times a current, comprehensive, and site-specific set of policies and procedures for the following:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A Comprehensive Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

The health, wellness, and safety policies and procedures are incorporated into the Charter School's Student and Family Handbook, Employee Handbooks, and School Site Safety Plan and are updated on an ongoing basis by the Executive Director or designee and adopted annually by the Board of Directors. ACE shall ensure that staff are trained annually on the health and safety policies, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. .

The following is a summary of the health and safety policies of the Charter School. In addition, please see **Appendix 8 - Health, Wellness, and Safety** for the School Safety Plan and the Comprehensive Complaint Policy.

Where Students Realize Their Extraordinary Potential

HEALTH AND WELLNESS

Immunizations

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

Tuberculosis Risk Assessment aAnd Examination

The Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, or otherwise meet the requirements of Education Code section 49406. The Charter School shall maintain TB clearance records and certificates on file.

Vision, Hearing, aAnd Scoliosis

The Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq. and SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. The Charter School shall maintain student immunization, health examination, and health screening records on file.

Medication iIn School

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

Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The ACE Board shall maintain a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Nutrition

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines.

Athletics

The Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Drug, Alcohol, and Smoke-free Environment

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

Role oOf Staff aAs Mandated Child Abuse Reporters

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

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Family Educational Rights and Privacy Act (FERPA)

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

SAFETY

Procedures for Background Checks

Employees and contractors of the Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director or Designee shall monitor compliance with this policy and report to the ACE Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at the Charter School:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential
- Cover Letter
- Resume
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis clearance

Comprehensive Anti-discrimination aAnd Harassment Policies And Procedures

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

Facility Safety

The Charter School 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 District (if at District facilities).

If the Charter School occupies and/or operates on a District facility, the Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division and other District offices in the same manner as other district campuses and as set forth in the MOU.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

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

Employees:

Protection Against Sexual Harassment

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, gender, medical condition, marital status, sexual orientation, or disability. The Charter School will develop and maintain comprehensive policies and procedures to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school policy.

Criminal Record Summary

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at any time students are present.

It is the responsibility of the Director of Finance to provide new employees with the necessary forms for the background check. It is also the Director of Finance's responsibility to verify the results, and to notify the employee of the results of the criminal background check constitute a "knockout" conviction that prevents the employee from being hired.

Mandated Reporting of Child Abuse

All classified and certificated staff (including teachers in any non-core, non-college preparatory courses), as well as short-term employees and independent contractors, will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Authorizer. Training on child abuse reporting shall be provided to all employees.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall maintain a drug and alcohol and tobacco free environment.

CPR/First Aid

At least one person on site will be CPR and First Aid trained.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325 120375, and Title 17, California Code of Regulations Sections 6000 6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7th graders.

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.

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

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

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

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

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facilities:

Facilities Compliance

Charter School shall use facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will maintain on file records documenting such compliance. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Safety & Disaster Plans

The Charter School will create a complete guide of health and safety and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster which will be fully in place by the time the school opens. A full draft of the Charter School's health and safety policies and procedures shall be provided to the authorizer for review and approval by June 30th of each year prior to operation.

Please see Appendix J for the complete School Site Safety Plan.

ELEMENT G - RACIAL AND ETHNIC BALANCE
PART G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

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

ACE Esperanza (tThe "Charter School") shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Franklin-McKinley School District ("the district").

RECRUITMENT STRATEGY

The Charter School's recruitment process iswill be designed to enroll students who have been traditionally underserved in the education system, and who will be the first generation in their families to attend a four-year university.

The Charter School has strong partnerships with community centers, churches and other organizations who work with local children and families. As a result of these partnerships, the Charter School is able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the district. The Charter School recognizes that the racial and ethnic balance at the school may vary from the general population of the District because of its location within traditionally underserved neighborhoods with high need and its focus on a students who have typically struggled and are far behind.

In order to effectively identify and attract underserved students and their families, the Charter School hopes to work collaboratively with District staff and school-based parent leaders. The Charter School looks to build a relationship with District and school staff where the district and schools will identify students who will benefit from the Charter School's unique environment and mission, and will facilitate meetings between the students, their families, and ACE Charter Middle School.

~~The Charter School will also develop partnerships with community centers, churches and other organizations who work with local children and families. As a result of the partnership with these schools and organizations, the Charter School will be able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District. The Charter School recognizes that the racial and ethnic balance at the school may vary from the general population of the District because of its focus on a particular low-achieving target student.~~

The Charter School has~~will implement~~ a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District
- Partnerships with community organizations, churches and local elementary schools to ensure that all elements of the District community have access to information about the Charter School
- Public informational meetings with translators available for families

Public Outreach Campaign

The Charter School conducts~~will plan~~ a series of public outreach events, mailers, and other activities during the ~~run up to the opening of the~~ school year, with a specific focus on events at middle schools which are part of the ACE Charter Schools network.

All Charter School events and informational materials are bilingual~~will be printed in English, Spanish, and Vietnamese,~~ and all recruitment activities ~~will~~ stress the school's focus on target students who have been underserved and who have little or no history of college attainment or success in their families.

A sample ACE Student and Family Recruitment Plan is provided below. The plan is adjusted each year, as needed.

Where Students Realize Their Extraordinary Potential

Ace Student And Family Recruitment Plan

Target

To recruit students who have been underserved and who have little or no history of college attainment or success in their families. The goal is to have a 10% waitlist in each grade.

Public Advertising

2018-2019 Enrollment will be advertised in the following:

- Internally, to the parent community (with incentives for students referred)
- Bulk Mail and Door to Door canvassing of the immediate neighborhood with flyers
- Presentations at Churches, Community Centers, and Community events (i.e. resource fairs, festivals, food and clothes giveaways, etc.)

The ACE website is updated with new Intent to Enroll Form, application process, and deadlines annually.

Communication Methods and Frequency
- Outreach Coordinator and other school staff, will attend recruitment events and distribute fliers starting in October.
- The School Site will hold monthly Info Sessions for interested families.
- School tours will be scheduled on a weekly basis.
- All applicants will receive a message to inform them ACE has received their application.
- A lottery will be held the first Friday of the month in December.
- Families will receive notification electronically, and through mail, about their status and whether they were accepted or not.
- Once families are accepted, a New Student Orientation will be held.
- Accepted families will start being invited to school community events and meetings to start their integration into the school.

CURRENT STUDENT DEMOGRAPHICS
Figure G-1 and **Figure G-2** show the number of students for the next five years, by grade level and ethnicity. Ethnicity projections for future years are based on the percentage of students in each ethnic category in 2016-17.

Figure G-1 Future Enrollment

Grade	School Year					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

5th	64	65	65	65	65	65
6th	73	88	88	92	94	94
7th	86	97	102	102	105	105
8th	84	84	95	99	99	102
Total	307	334	350	358	363	366
Growth	38	27	16	8	5	3

Figure G-2 Future Enrollment by Ethnicity

Grade	School Year					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian	0.0%	0	0	0	0	0
Asian	1.4%	5	5	5	5	5
Black or African-American	0.4%	1	1	1	1	1
Filipino	0.0%	0	0	0	0	0
Hispanic	95%	317	333	340	345	348
Pacific Islander	0.0%	0	0	0	0	0
White	2.2%	7	8	8	8	8
Two or More	1.1%	4	4	4	4	4
None Reported	0.0%	0	0	0	0	0

The Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district. Because of the school's specific target student and location, the school's racial and ethnic balance may vary somewhat from the district as a whole and may more closely resemble that in the surrounding neighborhood schools.

An example of the ACE Recruitment flyer in English and Spanish is provided in **Appendix 10 - Student Recruitment and Enrollment**.

ELEMENT H - ADMISSION REQUIREMENTS
PART H - ADMISSION REQUIREMENTS

> *Governing Law:* *Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H).*

ASSURANCES

Non-discriminatory Admission Procedures

ACE Esperanza (the "Charter School") makes the following assurances regarding admissions:
- The Charter School will enroll all pupils who wish to attend to the extent that space allows.
- The Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- The Charter School 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. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
- The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any

admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

- The Charter School shall adhere to the provisions of the federal 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 youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.
- The Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
- The Charter School will comply with all laws establishing minimum and maximum age for public school attendance.
- The Charter School will ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

The Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Although the Charter School exclusively targets underserved students, the Charter School is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or his or her parents in the State of California except as is required by Education Code Section 47605(d)(2)(B). Students shall be considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability or sexual orientation or any other characteristic described in Education Code Section 220. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in the Charter School.

ADMISSION REQUIREMENTS

The Charter School shall require students who wish to attend the Charter School to complete an application form. Applications are available on-line or in hard copy form in both English and Spanish. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below (sibling, current ACE student)

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school.

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed.

Exceptions are allowed under the conditions provided in SB 277 (2015).

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the

exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order: All students who wish to attend the Charter School shall be enrolled subject only to capacity. The School shall hold an open application period during which applications will be collected. If the school receives more applicants than available spaces, admission, with the exception of existing students, will be determined by public random drawing. The public random drawing will be conducted in accordance with applicable state and federal law. All returning students will be admitted before the public random drawing. In the drawing, applicants are given preference in the following order:

1. Students currently enrolled at the Charter School
2. Siblings of current Charter School students (second year forward)
3. All students matriculating from another ACE Charter School
4.3.   District resident students
5.4.   All other students

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of a state or federal grant program the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will await list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Student applications will be drawn in the public random drawing until all classes are filled and then will continue to be drawn randomly to create a wait list to be used to fill spaces that may arise during the school year.

Admissions and Enrollment Timeline

Figure H-1 provides an estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School as necessary. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website. The following are the approximate timelines for admission that the Charter expects to use. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to formally materially revise the charter as long as changes are communicated to the Authorizer and are posted on the Charter School's website.

Figure H-1 Proposed Admissions and Enrollment Timeline

Month	Process
November - June	Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
November - January	Open Enrollment Period. Application forms available at school administrative office or online at the Charter School' website.
January	Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning (beginning Year Two).
Last Day of January	All application forms due to The Charter School
First week of February	Public random drawing conducted (if necessary)
Second week of February	Admission status notification distributed to applicants via School Mint notification
February - June	Registration Period
March	New Student Welcome Event
March - June	Enrollment seminars and Community Gatherings to engage accepted families
June - August	Family/Student orientations held

The most recent version of the Charter School's Student and Family Handbook is included as **Appendix 11 - Handbooks**, which contains information on the Charter School's draft annual notices and Student and Family Contract. **Appendix 10 - Student Recruitment and Enrollment** provides the Charter School's Registration Forms, Intent to Enroll and Re-enroll Forms, as well as information about health care coverage and enrollment options as required by AB 2706.

- December-February: Multi-lingual information sessions, meetings with family groups, home visits
- January-February: Application materials sent to target students as well as interested families – open application period
- End of first week of February: Application deadline
- Second week of February: Public random drawing held, status of application mailed home to all students
- March: Enrollment seminars, family/student orientations held

Students on the waiting list are enrolled throughout the summer and the first three months of school as spaces open up. All applications received after the February deadline are held on a space available basis. In the case that the wait has been extinguished, those applications will be considered through a public random drawing for subsequent available spaces.

Students who are offered enrollment after the public random drawing will be required to provide registration information to the Charter School, including student academic history, a release of records, student health, and emergency information to ensure that the Charter School is prepared to serve the student.

ELEMENT I - FINANCIAL AUDITS
PART I: REPORTING AND ACCOUNTABILITY

Governing Law: The manner in which an annual, independent financial audit 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. California Education Code Section 47605(b)(5)(I).

FISCAL AUDIT

The Charter School Board will appoint an Audit Committee, which will select an independent financial auditor from the State Controller's list of approved education auditors and oversee audit requirements.

The ACE Board of Directors ("ACE Board") will appoint a Finance Committee, which will select an independent financial auditor and oversee audit requirements.

An annual independent fiscal audit of the books and records of ACE Esperanza (the "Charter School") will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The FinanceAudit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that tThe annual audit will be completed andwithin four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Authorizer, the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. ACE's Executive Director,

along with the Finance~~audit c~~ Committee, will review any audit exceptions or deficiencies and report to the ACE Charter School Board with recommendations on how to resolve them. The ACE Charter School Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the Authorizer as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record and~~to be~~ provided to the public upon request. The most recent audit for ACE Charter Schools can be found in **Appendix 12 - Financial Documents**. Money is allocated in the annual and five-year budget to cover the cost of audits.
ACE's current auditor is:

     Wade N. McMullen
     Vicenti, Lloyd & Stutzman LLP
     2210 E. Route 66, Suite 100
     Glendora, CA 91740
     Phone: 626.857.7300

~~**Programmatic Audit**~~
~~The Charter School will provide to the Authorizer an annual performance report. This report will include *at least* the following information:~~

- ~~Summary data showing student progress toward the goals and outcomes listed above~~
- ~~A summary of major decisions and policies set forth by the ACE Charter School Board of Directors during the year~~
- ~~Data on the parent involvement in the School's governance (and other facets of the school) and summary data from the *Annual Community Survey*~~
- ~~Data regarding the number of staff working at the school and their qualifications~~
- ~~A copy of the school's health and safety policies and any major changes to those policies during the year~~

- ~~Data showing whether Charter School implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District~~
- ~~A comprehensive view of Charter School's admissions practices during the year, including information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended~~
- ~~Analyses of the effectiveness of Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints~~
- ~~Parent/Teacher satisfaction results from the *Annual Community Survey*~~
- ~~Any other information regarding the educational program, the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally~~

~~The Charter School and the Authorizer will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the data in the performance report to assess and improve upon its educational programming on an on-going basis.~~

~~The above-referenced annual performance report and the State-mandated School Accountability Report Card will be submitted to the Authorizer within the timelines agreed upon by the Authorizer and the Charter School and made available to the public.~~

~~The Charter School and the Authorizer will jointly develop a visitation process to enable the Authorizer to gather information needed to validate the school's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.~~

~~Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the Authorizer and the State Superintendent of Public Instruction.~~

ELEMENT J - PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J).

APPROACH TO DISCIPLINE

ACE Inspire Academy (the "Charter School") is committed to developing healthy behaviors in all of its students. As such, the Charter School utilizes a proactive and restorative approach to discipline, supporting students in examining the impact of their actions on self and others and repairing harm when done. Through this approach, the Charter School supports students in developing ownership of their actions while also leveraging supports for the student from a wide range of constituencies. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. The Charter School recognizes that at times infractions may still result in suspension or expulsion, and has developed the suspension and expulsions procedures detailed below to govern those instances. These procedures are in alignment with Education Code and in no way should be construed as a "Zero Tolerance" policy on the part of the Charter School.

For more information on the proactive work the Charter School engages in to promote positive student behavior, including the core work of fostering a Culture of Optimism through a development of a Celebratory School Culture including a Student Engagement System, Individual Positive Incentives, and Celebrations of Incremental Growth and Improvement, please see "How Learning Best Occurs" in **Element A** of this charter.

SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary,

modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, Executive Director, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Where Students Realize Their Extraordinary Potential

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

Where Students Realize Their Extraordinary Potential

l. Knowingly received stolen school property or private property.

m. 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.

n. 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.

o. 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.

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

q. Engaged in, or attempted to engage in hazing. For 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.

r. Made terrorist 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.

s. 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.

t. Caused, attempted to cause, threaten 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.

u. 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.

v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel.

　　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:

　　　　a) 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.

　　　　b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

　　　　c) Causing a reasonable student to experience substantial interference with his or her academic performance.

　　　　d) 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.

Where Students Realize Their Extraordinary Potential

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   a) A message, text, sound, or image.
   b) A post on a social network Internet Web site including, but not limited to:
      i. Posting to or creating a burn page. 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.
      ii. 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.
      iii. 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.
   c) 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.

w. 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 pursuant to subdivision (1)(a).

x. 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 Principal, Executive Director, or designee's concurrence.

Where Students Realize Their Extraordinary Potential

2. 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 Principal, Executive Director, or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsionelled 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 of 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. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
   l.k. Knowingly received stolen school property or private property.

Where Students Realize Their Extraordinary Potential

~~m.~~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.

~~n.~~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.

~~o.~~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.

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

~~q.~~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.

~~r.~~q. Made terrorist 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.

~~s.~~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.

t.s. Caused, attempted to cause, threaten 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.

u.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.

v.u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel. ~~Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel.~~

    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 or transmission originated on or off the schoolsite, 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.
      a) 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.

w.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 pursuant to subdivision (31)(a).

x.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 Principal, Executive Director, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsionelled 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 Principal, Executive Director, or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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. Such term does not include an antique firearm.

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.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, Executive Director, or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, Executive Director, or designee.

The conference may be omitted if the Principal, Executive 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 Charter 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.

Where Students Realize Their Extraordinary Potential

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 (2) 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator 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 Charter School officials wish to 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.

3. Suspension Time Limits/Recommendation for 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 Principal, Executive 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. 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.

This determination will be made by the Principal, Executive Director, or designee upon either of the following: 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.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Aadministrative Ppanel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pPupil makes a written request for a public hearing in open session three (3) days prior to the hearing.

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 Charter 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either

the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must 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 entity~~person or panel~~ conducting the hearing, 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 entity~~person~~ conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity~~person~~ conducting the expulsion hearing 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 entity~~person~~ presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity~~person~~ conducting the hearing 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 Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity~~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. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

G. 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 written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. 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 of whom the Board or Administrative, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an

unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The dDecision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal, Executive Director, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board'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
1.2. ; and 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.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:
1. a) The student's name
1.2. b) The specific expellable offense committed by the student

J. 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.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Where Students Realize Their Extraordinary Potential

L. Expelled Pupils/Alternative Education

Parents/guardians of 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission. as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal, Executive Director, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

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

Where Students Realize Their Extraordinary Potential

2. Services During Suspension

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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment ~~or functional analysis,~~ and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

a. Conduct a functional behavioral assessment ~~or a functional analysis assessment,~~ and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent 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 direct result of the failure to implement the IEP/504 Plan, then the Charter

School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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 student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), 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.

5. Special Circumstances

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 Principal, Executive Director, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Tteam.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA 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 of 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 - EMPLOYEE RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. California Education Code Section 47605(b)(5)(K).

ACE Esperanza (the "Charter School") utilizes a mix of benefits and compensation, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff. Staff will be employed on an "at will" contract. All employees and applicants are notified of their benefits options via the Employee Handbook.

RETIREMENT

Certificated teachers at the Charter School currently participate in STRS. In the future, the Charter School may offer employees a 401(k) or 403(b) retirement program or similar retirement program, upon approval of the Board of Directors. All other employees participate in the federal social security system and/or a 401(k) defined contribution plan and employee payroll deferral plan as applicable to their position. The Executive Director is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at the Charter School.

The Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing the Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

HEALTH

The Charter School employees also have the option of participating in the school's medical, dental, and vision insurance plan.

SALARY

All Charter School employees will receive salary and benefits, which are competitive to the salary and benefits of equivalent employees of similar districts and determined by the ACE Board of Directors.

The most recent copy of the Employee Handbook is included as **Appendix 11 - Handbooks**, to provide additional information on Employee Systems and Benefits.

~~All Charter School employees will receive salary and benefits which are competitive to the salary and benefits of equivalent employees of similar districts.~~

~~Certificated employees shall participate in STRS and non-certificated employees shall participate in an employer-matched 401(k) plan and federal social security. Charter School staff, as applicable to their position, also have the option of participating in the school's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options. The Charter School's Director of Finance is responsible for ensuring retirement coverage is arranged for all Charter School employees.~~

ELEMENT L - ATTENDANCE ALTERNATIVES
PART L: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. California Education Code Section 47605(b)(5)(L).

No student may be required to attend ACE Esperanza (the "Charter School"). Students who opt not to attend the Charter School may attend other public schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that enrollment in the Charter School does not give a student an automatic right to enrollment in any program of any District or any other LEA 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
PART M: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of tThe rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School. California Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at ACE Esperanza (the "Charter School"). Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All staff at the Charter School shall be considered employees of the Charter School and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E** (Employee Qualifications) and **Element K** (Employee Retirement Systems).

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred

to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N - DISPUTE RESOLUTION PROCESS

Governing Law: *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. California Education Code Section 47605(b)(5)(N).*

INTENT

The intent of the ACE Esperanza (the "Charter School") Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.

Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

DISPUTES BETWEEN THE AUTHORIZER AND THE CHARTER SCHOOL

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. Disputes between the Charter School and Authorizer shall be handled in accordance with the School's Memorandum of Understanding with the Authorizer.

The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District

Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members, shall be resolved pursuant to policies and processes adopted by the Charter School Board including, but not limited to, the adopted Uniform Complaint Procedures of the Charter School, found in **Appendix 9 - Health, Wellness, and Safety Policies**.

The Charter School will not, at any time, refer complaints to the District. The District shall not intervene in any such internal disputes without the consent of the Charter School's Board of

Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Charter School's Principal for resolution pursuant to the school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors has requested the District to intervene in the dispute.

Uniform Complaint Procedures
The Charter School utilizes the ACE Charter School network's Uniform Complaint Procedures (UCP), found in **Appendix 9 - Health, Wellness, and Safety Policies**. The UCP includes clear information and procedures as required by law. The UCP is clearly articulated in the school's student and family handbook and distributed widely.

PART O: LABOR RELATIONS

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act"
        – California Education Code Section 47605(b)(5)(O)

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act ("EERA"). The Charter School recognizes and shall comply with the employees' rights under the EERA.

ELEMENT O - SCHOOL CLOSURE PROCEDURES
PART P: CLOSURE PROTOCOL OF CHARTER SCHOOL

Governing Law: A description of tThe 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. California Education Code Section 47605(b)(5)(OP)

Closure of ACE Esperanza (the "Charter School") will be documented by official action of the ACE Charter Schools Board of Directors ("Board"). The official action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

NOTIFICATION AND TIMELINE

The Charter School Board of Directors will promptly notify parents and students of the Charter School, the District, Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education (CDE) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter SchoolBoard will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

MANAGEMENT OF STUDENT AND STAFF RECORDS

The Charter SchoolBoard will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. This specifically includes:

- All student records, including final transcripts, diplomas for non-graduates, the template used to create the diploma, and cumulative files.
- A list of students for whom student records were provided, including their names, SSID, and grade levels in both hard copy and Excel.
- A list of non-grads including their names, SSID, and grade levels in both hard copy and Excel.
- All personnel files, inclusive of retirement accrued and W-2 information.
- A list of all personnel including their names and Social Security Numbers.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

FINANCIAL RECORDS, FINAL REPORTS AND DISTRIBUTION OF ASSETS

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Where Students Realize Their Extraordinary Potential

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation which require assets remaining after payment of all debts and liabilities shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund, as allocated in the Budget in **Appendix 12 - Financial Documents,** to undertake any expenses associated with the closure procedures identified above.As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER ELEMENTS
REQUIRED SUPPLEMENTAL INFORMATION – DISTRICT IMPACT STATEMENT

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided." California Education Code Section 47605(g).

T~~It is anticipated that t~~he Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. California Education Code Section 47605(g)

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District 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 will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

Where Students Realize Their Extraordinary Potential

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shallwill institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLAN

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. California Education Code Section 47605(g).

Attached, as **Appendix 12 - Financial Documents**Appendices L, M and N, please find the following documents:

- FiveThree-year budget and cash flow, including startup costs
- Three-year cash flow and financial projections
- Annotated Budget Assumptions

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

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District (If Authorizer), State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. 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.

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

INSURANCE

The Charter School shall acquire and 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 will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. T~~Prior to opening, t~~he Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/Vll", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence.
~~1.~~3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605.6(gb)(5)(d)

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities. The Charter School shall seek Proposition 39 ("Prop. 39") facilities from the District and is open to negotiations with the District for other facilities arrangements. The Charter School anticipates requiring the following with regard to its facilities:

The Charter School will require facilities to hold between 325 and 400400 and 600 students when fully enrolled. The Charter School will open with approximately 240 students in grades 5 and 6, and will add students yearly until fully enrolled.

Estimated expected campus for the Charter School space needs are the following: 12-15,000 square feet in Year 1, 15-18,000 square feet in Year 2, and 20,000+ square feet in Year 3, when the school reaches capacity. From the school opening, a server/food service area, eating area, and assembly space with capacity to serve all enrolled students will be necessary.

At capacity, the Charter School expects to need 18-20 classrooms, including space for core curriculum, individualized tutoring, Special Education classrooms, as well as office space, storage areas, meeting rooms and other necessary spaces. TBeginning in its first year, the Charter School will require space for a computer lab, as well as of at least 68 machines, and in year two will add a second lab of 34 machines. Sspecialized classrooms for Science, Art and other electives will also be required.

The Charter School will execute its right to request facilities under Proposition 39, but is willing to negotiate alternate facility agreements with the District.

TRANSPORTATION

The Charter School will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student's IEP, which shall be handled solely by the Charter School in accordance with SELPA policy and the IDEIA as the Charter School operates as its own LEA and a member of a SELPA for purposes of special education.

CHARTER OVERSIGHT

The MOU between the District and Charter School shall describe: 1) the District's oversight of the Charter School in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.

AUDIT AND INSPECTION OF RECORDS

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

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

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605 and 47607, and their implementing regulations.

CONCLUSION

By approving the renewal of this charter for ACE Esperanza, FMSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the District to answer any concerns concerning this renewal petition. The term of the charter renewal shall be July 1, 2018 through June 30, 2023.